

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 the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Parkgate Junior
Number of pupils in school	238
Proportion (%) of pupil premium eligible pupils	12.5%
Academic year/years that our current pupil premium strategy plan covers	2021 - 2023
Date this statement was first published	December 2021/ December 2022/ December 2023
Date on which it will be reviewed	Updated and Reviewed December 2022 December 2023 December 2024
Statement authorised by	Sarah Pipe
Pupil premium lead	Sally Croxford
Governor / Trustee lead	Julie Rolls-Harper/ Ajit Bansal

Funding overview

Detail	Amount: 2021-22	Amount: 2022-23	Amount 2023 - 24
Pupil premium funding allocation this academic year	£49 764	£41 550	£47 635 (including recovery)

			from other local authorities)
Recovery premium funding allocation this academic year	£4023	£2682	n/a NTP
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£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	£47 635

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 have received £49 764/ £41 550 and £47 635 respectively. 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: [Pupil premium: allocations and conditions of grant 2022 to 2023 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/pupil-premium)

Parkgate Junior is a 2 form entry Primary with 241 pupils on roll. We have 31 pupils on our Pupil Premium register; 12.5% of the school population which is broadly in line with the national average. For the 2021-2022 academic year Parkgate will receive £49, 764 Pupil Premium funding (and £4023 recovery funding). For the 2022 - 23 school year we will receive £47 635 in Pupil Premium funding. Schools are able to spend PPG to suit the needs of their pupils. (see above for the grant for 2022 and 2023 respectively. DfE guidance 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
- 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. This need was reviewed in December 2022 and again in December 2023 with renewed focus on attendance (which is above National comparable standards) and attainment as this falls below National comparable standards. 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. Whole school outcomes for 2023, although cohort specific have lead to more support in a one-to-one tutoring style program for ALL pupils in receipt of Pupil premium funding. All pupils will also have specific progress support and mentoring from the Spring Term of 2024.

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 PPG children is 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 PPG 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 small number of pupils eligible for PP 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. Some pupils are also often late.
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 PPG children will have identified barriers with support provided in an individual plan.
2. To make at least expected or rapid progress from initial statutory assessment point. Consistent approach to the teaching of reading- resources purchased on a 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 one to one tuition by two teachers. All pupil premium children will have targeted support.
3. To make at least expected or rapid 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. Upper KS pupils will have a more specific focus on secure methods to solve the 4 operations.
4. Improved involvement of PPG 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.	Whole school attendance in December 2021 is 96% Pupil Premium children as a group

Individual PPG pupils to be monitored and attendance to be part of pupil voice and staff discussions.	<p>have 90% attendance. We hope to reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Currently 11 pupils fall below the 95% attendance level. Overall PPG attendance should be in line with All pupils.</p> <p>In December 2023 Whole school attendance is 94.8%</p>
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 PPG children will be able to loan Chromebooks and will be supported to access home learning with Class teacher or TA support. This is currently in its 4th year of operation and is a scheme open to all pupils (not just those in receipt of PPG funding)

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>Whole school LILAC teaching to support language acquisition across all subjects. This support vocabulary expansion in EAL pupils but benefits all pupils, especially where higher</i>	EEF: . 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	2

<i>level language is lacking.</i>	<p>impact of teacher professional development.</p> <p>LILAC research project 2019 Integrating English EEF (educationendowmentfoundation.org.uk)</p>	
<i>Maths Fluency sessions to be done in all classes to support pre-learning and preparation for future topics</i>	<p>EEF: Overall, the evidence base related to Reading is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial.</p>	2
<i>Reading fluency as part of guided reading to establish new vocabulary and fluency with more complex texts</i>	<p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <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>	2
<i>Real life and [practical] experiences to enhance learning</i>	<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
<i>Enrichment projects such as Erasmus, International Award activities, DRUM and Age UK</i>	<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

<i>Book Study Method – staff training to support long term retention and curriculum reinforcement</i>	<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
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £16 108 - updated

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Creating an audit of barriers according to both Pupils 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>Small group support for Reading and phonics provided by TAs.</i>	EEF: Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. EEF trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils’ progress.	1
<i>One to one tutoring for all PPG children with</i>	EEF: Targeted small group and one-to-one interventions have the potential for	1

<i>either Maths focus or Reading skills</i> <i>One to one sessions in year 5 and 6 to include weekly academic mentoring opportunities.</i>	the largest immediate impact on attainment. EEF trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils' progress.	
<i>Mentoring support for behaviour difficulties in class – linked to self esteem and learning</i>	Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk) Recommends personal feedback and discussion and references actionable feedback.	3
<i>Targeted daily Readers and Reading fluency</i>	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Reading Fluency Groups in all year groups also include pupils who are not in receipt of PPG funding.	1

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

Budgeted cost: £19 820

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

Brain buddies and ELSA support groups now working within year 4 and 5 to support emotional regulation as well as small group Emotional language support groups.		
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 subsidized 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 subsidized 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 children with less supportive	5

	<p>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 PPG 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. This will include breakfast clubs and afterschool club subsidies.</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> <p>Should be 95%</p>	2,3,4,5
<p>Protective behaviours support 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>	2, 3,4,5,

	Mental health and behaviour in schools (publishing.service.gov.uk)	
Parental engagement through parent consultations to discuss pupil interests and aspirations, possible barriers to learning and possible support their child would benefit from.	<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 more intensive programmes for families in crisis. <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	2,3,4,6

Total budgeted cost: £ 49 750

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.

See previous strategy plan with annotations and review.

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