

Pupil premium strategy statement 2021 - 24

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. **This will be updated twice in each academic year until 2024.**

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	Park Hill Junior School
Number of pupils in school	362
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2022
Date this statement was published	December 2021
Date on which it will be reviewed	March 2022/Sept 2022
Statement authorised by	LGB
Pupil premium lead/ Recovery Premium Lead	Ann Pratt/ Carrie Cooper
Governor / Trustee lead	Nina Arjun

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2021/22	£ 107,600
Recovery premium funding allocation this academic year 2021/22	£ 11,600
Pupil premium funding carried forward from previous years	£18,000
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	£137,200

Part A: Pupil premium strategy plan

Statement of intent

As a school we are committed to raising the achievement for pupils who are eligible for Pupil Premium and understand that many of these pupils must make accelerated progress compared to non-eligible pupils to achieve this. We, as a school, are able to determine how best to use the Pupil Premium grant to support pupils and raise education attainment; we create an overall package of support aimed to tackle a range of barriers as specified in the PP spending plan below. We also know that the school closure gaps have widened attainment for this group of pupils and will respond accurately to the needs of our PPG pupils.

With the clarity on the use of the PPG grant through research incorporating CPD as a key to success and value added, we will offer the very best interventions to catch up by providing our pupils with the highest quality teaching ... this is why everything we do must be underpinned by a commitment to support our teachers to be the best they can.

We believe that every interaction through the strategies we use is an intervention to enable our PPG pupils to make accelerated progress as compared to their non-PPG peers.

Our stringent analysis of children who are disadvantaged but not added to the list of pupils who receive this funding will enable us to capture individual pupil needs and plug in the gaps which may have occurred for this group of children due to school closures and the effect/ aftermath of the pandemic.

Last year's PPG captured the gaps using strategies which enabled pupil premium children to make gains within the constraints of the school closures. In line with national trends, pupil gaps widened at the second school closure in the spring term even though they had made gains in the autumn term. Impact on their mental and emotional wellbeing was highly evident. Children who benefited from the social and emotional activities to help them gain confidence made small steps to achieving the targets set for them.

The key principles of this strategy plan are:

- 1. Professional learning culture for all to enable CPD to enhance quality first teaching effectively enables gaps to be closed between PPG pupils and NonPPG pupils.*
- 2. Social and emotional strategies inclusive of working with families will be the focus in ensuring the gaps created in learning due to the pandemic are closed.*
- 3. All problem solving strategies will support children's mental and emotional state so they are ready to learn.*
- 4. Focus more on a whole school ethos of building resilience whilst nurturing and supporting pupils with a strong emphasis of metacognition.*

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance - We believe and according to research, that pupils who attend school regularly have the chance of achieving higher because of the quality of the teaching and intervention they receive whilst in school. Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. (EEF)</p> <p>Our challenge is with PP pupils with a strong link to lack of parenting and safeguarding issues being persistently absent from school which negatively impacts on their progress.</p>
2	<p>Families - Hard to Reach/ disengagement - In securing support for and engaging families in workshops, activities will bridge the barrier or potential barrier between school and home. Strong parent partnership as an ethos of the school will ensure the trust needed from parents to support their children is secured.</p> <p>Our challenge is the impact of the school closure on the well being of our PP and vulnerable families leading to poor engagement in the education of their children.</p>
3	<p>Widening attainment gaps due to school closures - This challenge was created by the school closures and the absences due to positive covid tests. Children benefit more from f2f teaching and learning than from remote. Research has found that disadvantaged pupils have been worst affected by partial school closures, and that the attainment gap has grown as a result of national lockdowns.(EEF) National studies support particularly the significant gaps in maths as PP pupils fell further behind their peers in age related expectations.</p>
4	<p>Due to the pandemic school closures and pupils being out of school routine for significant lengths of time, academic and learning behavioural deficits have been created. These gaps are wider for disadvantaged pupils. Ofsted's second report into the impact of the pandemic finds that children who were hardest hit by school closures and restrictions have regressed in some basic skills and learning. The vocabulary and oral language skills gaps have among many disadvantaged pupils have widened further as compared to their peers.</p>
5	<p>Children's mental, social and emotional health depreciated during the pandemic and not only did they lose their stamina in their reading and writing, according to research by Ofsted some have lost physical fitness, others show signs of mental distress, including an increase in eating disorders and self-harm.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of each review date within this strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. <i>Improved attendance especially for DA pupils which includes disengaged and hard to reach families.</i>	Steps taken to ensure attendance is at least 96% in classes where these pupils have been identified will be successful.
2. <i>Gaps accurately identified and interventions/ activities identified within the strategy will ensure disadvantaged pupils, vulnerable & SEND pupils make accelerated progress.</i>	Identified pupils will make close to or expected progress of 3 points from their baseline assessment at the end of this academic year.
3. <i>The gap is narrowed in the progress and attainment of PP and non-PP children.</i>	Those pupils who have 'fallen behind' are supported and tracked closely to ensure they make accelerated progress and 'catch up' or exceed prior attainment standards.
4. <i>A reading culture that ensures all pupils read regularly and develop a love of books is embedded throughout the school community.</i>	Pupils read regularly at school and at home. They have access to high quality books for individual and guided reading. • Consistent implementation of excellent practice and high expectations across the school for reading. • Increased % of PP pupils are working at ARE or above across the school in reading.
5. <i>Pupils' emotional and mental barriers to their learning are identified promptly & addressed effectively so pupils learn at the same pace as their peers.</i>	Interventions and activities will reduce children's barriers leaving them with the headspace to get on with their learning.

Activity in this academic year - 2021 2022

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: £ 25,150.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Secure Stronger teaching of Phonics at KS2 with expert administration of Speech and Language activities due to training	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Teaching Mastery = + 5 Months	3
CPD for identified staff members with the highest number of PP Pupils to improve the quality of interaction in class.	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Teaching Mastery = + 5 Months	3 & 4
Training for teachers and LSAs with highest numbers of pupils due to high crossover of PP and EAL pupils. Webinars - YouTube & Resources The Bell Foundation Fund LSA time for an extra day for EAL support	The more mechanisms professional development includes and effectively implements, the larger its likely impact on pupil attainment. (EEF research) The EEF has found that SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.	3
Enhancement of teaching and learning through Professional Learning Community identified CPD	The more mechanisms professional development includes and effectively implements, the larger its likely impact on pupil attainment. (EEF research)	3
Embedding Formative Assessment (EFA) - 2 year programme - to run monthly teacher-led workshops on formative assessment. SSAT's Embedding Formative Assessment programme - SSAT (ssatuk.co.uk)	Building a leadership environment and school climate that is conducive to good implementation can be found in the EEF's guidance report 'Putting Evidence to Work: A School's Guide to Implementation'. Evidence that pupils gain a level of security and self-knowledge and exhibit a broader repertoire of metacognitive strategies.	3
Metacognition - Introductory Online Workshop (thinkingmatters.com) interactive, exclusive and cost effective workshop designed for School Leaders and Teaching Staff who are motivated to gain a deeper understanding of metacognition and its impact. This will in turn create independence in learning which may have been lost during the school closures.		3 & 4

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

Budgeted cost: **£ 44,200.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Purchase Reading recovery package to support reading gaps and improve comprehension, listening, narrative and vocabulary skills for disadvantaged and vulnerable pupils who have relatively low comprehension and spoken language skills over 2 years.</i></p>	<p>Researchers at the ILC and UCL's CREATE (Conducting Research, Evaluation And Trials in Education) found out that Reading Recovery pupils in the bottom 5-10% of readers when they were selected for Reading Recovery were performing only 6% below the national average after they completed their programme. Therefore, the impact of Reading Recovery on outcomes in the phonics screening test are a hopeful sign that progress can be made in reaching and remedying early literacy difficulties & possible gaps.</p>	<p>3</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. Small group tuition and resources for extension work at home.</p>	<p>According to the Hechinger report, intensive daily tutoring is one of the most effective ways to help academically struggling children catch up. Frequent one-to-one tutoring was especially effective in increasing learning rates for low-performing pupils. Research pointed to a particular kind of tutoring called "high-dosage" tutoring. This has produced big achievement gains for students when the tutoring occurs every day or almost every day. The best results occur when tutoring takes place at school during the regular day.</p>	<p>2, 3 & 4</p>
<p>Purchase standardised diagnostic assessments to 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>	<p>KS2 children also show solid improvements following support by the reading helpers, particularly when it comes to reading a wider selection of books. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia?utm_source=/projects-and-evaluation/projects/lexia&utm_medium=search&utm_campaign=site_search&search_term=lexo</p>	<p>3</p>
<p>Purchase activities through Skills Builder Programme: Creating an school ethos for skills building in line with our school curriculum aims</p>	<p>School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning, is identified by the Education Endowment Foundation (EEF).</p>	<p>4</p>

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

Budgeted cost: **£ 68,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting hard to reach families with the aim of developing our school ethos and improving behaviour and attitudes for learning across the school.	Both targeted interventions and universal approaches can have positive overall effects. Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement = + 4 Months.	1, 2 & 5
Extra enrichment PSHE sessions for DA pupils with specific needs in each year group	PSHE – when taught well - helps keep children and young people safe, mentally and physically healthy and prepared for life and work.	5
Coaching & Wellbeing workshops for pupils to help recognise how they feel or how someone else might be feeling.	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Behaviour interventions = + 4 Months Social and emotional learning = +4 Months	5
Bespoke Training for 5 members of Extended School Day Staff to structure playground interactions for positive play.	EEF's research into wraparound care leads to - A nurturing child centred environment and nutritious breakfast helps with pupils being focused on their learning.	1, 5
Yoga, musical opportunities and enrichment to help focus and create a fulfillment of belonging . <i>Music and Drama therapy</i>	EEF Research & Ofsted research - Encouraging cooperation and teamwork through participation in team sports and games improves pupils' social, emotional learning (SEL)	2
Pupils manage their self-regulation or social and emotional skills effectively in school using a national program. Home Learning and afterschool clubs to aid wellbeing and nurture and have access to a rich range of resources	The EEF has found that <u>SEL interventions</u> have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. A four-month gain in attainment is critical for pupils who have fallen behind during the pandemic.	3
Using Parents Workshops, courses and activities to support mental health of pupils & Courses for Parents and Carers	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement = + 4 Months.	1, 4, 5
Purchase lesson plans to enhance outdoor learning to compensate for school closures and pupils being indoors for long periods of time.		
Contingency fund for acute issues e.g. school uniform and equipment		All

Total budgeted cost: £137,200 (As this is a three year plan, some activities and their costs may have to be carried over to subsequent years.

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.

Desired Outcomes	Impact
Barriers to learning correctly identified and targeted support are highly successful in alleviating the identified barriers.	Nearly all pupil premium pupils made at least expected progress from their own individual starting point. Isolation and school closures as a result of COVID-19 impacted on the progress of some disadvantaged pupils.
Barriers to learning have been identified for all Disadvantaged children and tailored support put in place to meet each child's unique needs, to remove their barriers to learning and enable them to make academic progress.	Pupils were included in all aspects of school life. • Pupils were able to confidently communicate with others during online learning sessions. • Pupils used strategies taught during interventions and outdoor sessions to support their well-being.
The attainment gap between children who are Disadvantaged and those who are not is closing in all year groups.	Nearly all pupil premium pupils made at least expected progress from their own individual starting point.
Children will show resilience in remote learning and independent learning. children feel more confident in talking to other children and adults, having participated in shared experiences. They feel able to contribute towards shared learning in class.	Pupil's were able to access online learning and were able to continue to make progress against their individual starting points. • Children who did not engage as well with remote learning were contacted regularly and other solutions offered.
A calm and focused start to their school day as pupils are more focused in lessons	The children benefited from additional pastoral support and intervention when they returned to school.
Families feel well supported to enable their children to progress. They will understand how to effectively support their child and have resources to do so.	Parent's/carer's were supported by school. • All pupils were able to successfully access remote learning when needed at different points in the year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, we used SIMS Assessment Manager with exp 3 pts at end of year.

In-year progress of PP (Expected prog – 3.0)	Reading			Writing			Maths		
	PP	All	NPP	PP	All	NPP	PP	All	NPP
Y6 (27)	3.30	3.42	3.47	3.37	3.48	3.54	3.30	3.29	3.29
Y5 (24)	2.90	3.20	3.29	2.90	3.10	3.17	2.86	3.24	3.37
Y4 (7)	3.14	3.30	3.33	2.93	3.14	3.18	3.21	3.35	3.38
Y3 (22)	2.90	3.17	3.25	3.10	3.28	3.30	2.52	2.96	3.17

Y6 PP pupils made above expected progress in all three subjects and outperformed their peers in maths. Y5 PP pupils made progress in terms of attitude to learning, ability to concentrate, behaviour and emotionally but this does not yet translate into academic progress for all, their progress showing below the expected 3.0 points over the year. Y4 PP made above expected in-year progress in Reading and Maths. The focus on reading by the additional LSA in the summer term has enabled pupils to discuss their reading with an adult and develop understanding. Y3 made above expected progress for writing.

However, the PP pupils are lagging behind their peers because of the gaps created whilst schools were closed. These gaps need to be reduced and with our challenges identified we will need to ensure our chosen strategies make a significant difference to the outcome of the PP pupils this year.

Externally provided programmes

Programme	Provider
Provision Map	Edukey
Boxing	Boxing Champion

