

## Pupil premium strategy statement 2021/22

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	Parklands Primary School
Number of pupils in school	358
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years that our current pupil premium strategy plan covers	2021/22
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022.
Statement authorised by	Chris Dyson / Peter Fryer
Pupil premium lead	Chris Dyson
Governor / Trustee lead	Kate Gilmore

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£228,170
Recovery premium funding allocation this academic year	£24940
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£253,110</b>

## **Part A: Pupil premium strategy plan**

## Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

### Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

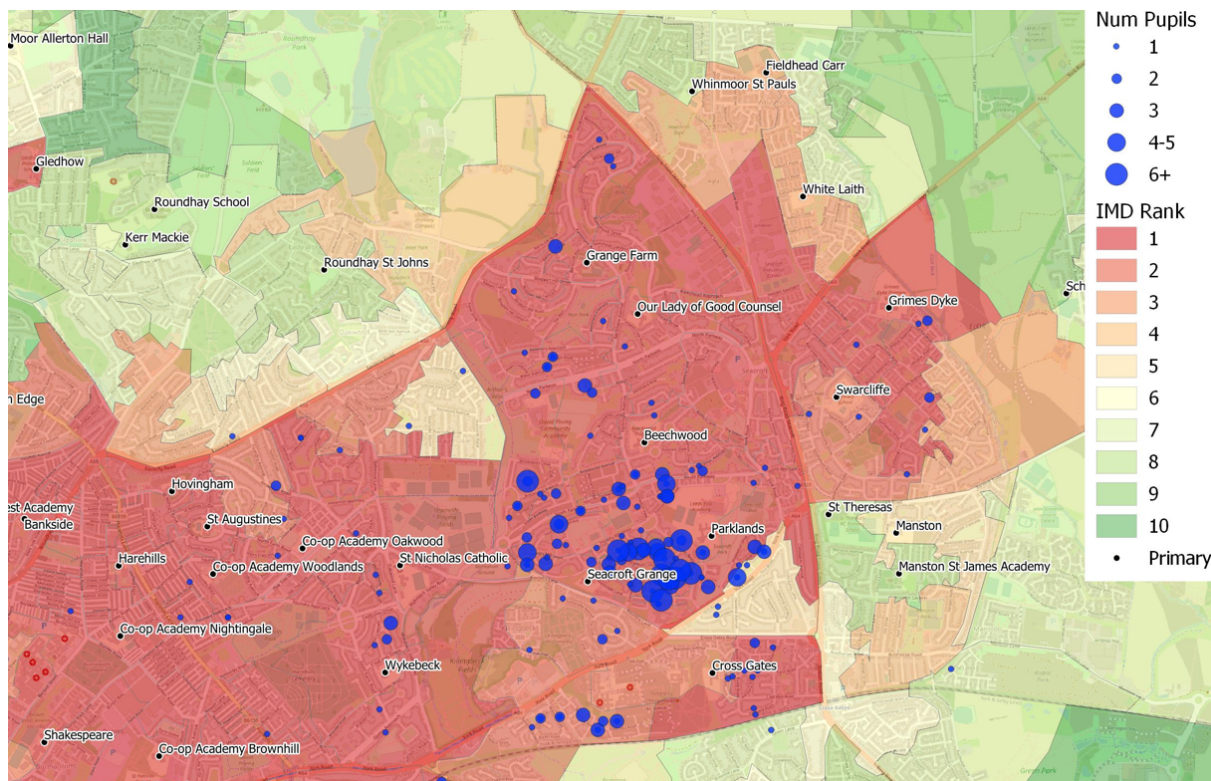
## Demography and School Context

Parklands Primary is a community school located in Seacroft, in the northeast of Leeds. Three of the year groups have 1.5 forms and four year groups have a bulge of two forms (Early Years, Y1, Y5 and Y6). This will continue due to the demand for places.

The map below displays the “Lower Super Output Areas” (LSOAs) which surround the school and they are colour coded according to which national decile they belong to: decile 1 being the most deprived and decile 10 being the least deprived (IMD rankings). The blue dots indicate where the school’s pupils live. Although there are areas relatively near to the school which have lower than average levels of deprivation,

the areas immediately surrounding the school, in which most of the pupils live, are amongst the most deprived in the country.

In November 2020<sup>1</sup>, 83% of the school's pupils were living in an area classed as being one of the 10% most deprived areas in England (IMD rankings).



Data sources: School SIMS system, November 2020. IMD deciles: Ministries of Housing, Communities & Local Government. LSOA boundaries: ONS, contains public sector information licensed under the Open Government Licence v3.0 Background map images © OpenStreetMap contributors. Map produced by Ian Stokes Education Ltd

The LSOA in which the school is located is ranked 567<sup>th</sup> out of 32,844 in terms of deprivation, meaning only 1% of areas in England have higher deprivation. The income, employment, health, education and crime deprivation indicators are all very high.

## Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.

## Achieving These Objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- To allocate a 'Catch Up' Teacher to each Year Group - providing small group work with an experienced teacher/HLTA focussed on overcoming gaps in learning
- 1-1 support
- Use of the Tutor Trust Tutors
- Additional teaching and learning opportunities provided through trained LSAs or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Transition from primary to secondary and transition internally and into EYFS.
- Additional learning support.
- Pay for all activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software.
- To extend PE provision by incorporating PAL (Physical Active Learning Principles) provision
- To allow the children to learn a musical instrument and to sing in a choir across Leeds.
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote Parklands values and thus enhance learning.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

## Challenges

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

Challenge number	Detail of challenge
1	Weak Language and Communication skills
2	Low attainment on entry to the Early Years Foundation Stage in all areas
3	More frequent behaviour difficulties.
4	Attendance and Punctuality issues.
5	Chaotic family lives and Social Service involvement

## 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
Progress in Reading	Achieve above national average progress scores in KS2 Reading (0)
Progress in Writing	Achieve above national average progress scores in KS2 Writing (0)
Progress in Mathematics	Achieve above national average progress scores in KS2 Maths (0)
Phonics	Achieve above national average expected standard in PSC
Other	Ensure attendance of disadvantaged pupils is above 95%

## 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: £193478

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Speech and Language Therapist (£16632) To screen all children on entry and bespoke programmes are put in place.</i></p> <p><i>Mable Speech and Language Support (£27203)</i></p> <p><i>Artis Foundation (£9956)</i></p>	<p>Weak Language and Communication skills. Most children are working in the 22-36 month age band and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently</p> <p>Higher than average numbers of children access SALT in Reception – 62% of disadvantaged children access and will either require small group support or 1:1 support from the school speech and language therapist</p> <p>See above</p>	1,2
<p><i>Reception and Y2 HLTA. (£38331)</i></p> <p><i>Catch Up Teachers</i> Y1 £32270 Y3 £31074 Y5 £21514</p> <p><i>SENCO additional day (£8498)</i></p>	<p>On entry to Reception, most children have low Language and Communication skills – 90% of disadvantaged children are working in the low 30-50/ 22-36 month age band with 43% of disadvantaged children working significantly below in 16-26/ 22-36 month age band. Due to and poor socio-economic and disadvantaged upbringing, children are unlikely to have the breadth of vocabulary, knowledge and skills required that ‘typical’ Reception children have. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently.</p> <p>24% of disadvantaged children have significant SEND/ learning difficulties requiring high levels of care, 3 of those with additional medical and intimate care needs</p> <p>Most children working within 16-26/22-36 month age band on entry to Reception despite making accelerated progress, do not meet the required end of year ELG’s.</p> <p>The additional teaching staff sees progress accelerated in KS2 where Disadvantaged Children’s results outperform ‘Others.’</p>	1,2

	In order for SLT to be released weekly and for all subject leaders to be released once a term.	
<i>Staff CPD (£8000)</i>	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. We are part of the Outwood English Hub and the Leeds LA Maths Hub. All staff to lead effectively are released once a term	1,2,3,4,5

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

Budgeted cost: £36374

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Tutor Trust Tutor (£15000) to Catch up on missed learning 2.5 hours everyday</i></p> <p><i>Beanstalk Readers x2 (£2000) to read 4 times a week with children who do not get the opportunity at home</i></p> <p><i>Learning Mentor (£9198) To support the Nurture and Behaviour Lead to stop issues before they start</i></p>	<p>The 'headline' attainment measure at KS1 (percentage of children achieving at least the expected standard in Reading, Writing &amp; Maths) could indicate that COVID-related disruption has had a considerable impact on outcomes, especially in 2021. Only 38% of pupils achieved the combined standard this year, compared to 58% of the school's KS1 cohort in 2019, and 65% of pupils nationally in 2019.</p> <p>Reading fell The proportion of children who achieved at least the expected standard in Reading has fallen by a further 7%pts, to 56% this year. The 2021 school figure is 19%pts below the 2019 official national figure and 11%pts below the unofficial 2021 national figure.</p> <p>Following a period of rapid improvement between 2016 and 2019, the proportion of pupils achieving the expected standard in Writing fell slightly last year, and has seen a much bigger (14%pt) decrease this year. Only 44% of pupils achieved the expected standard in Writing this year; 15%pts below the unofficial national figure for this year and 25%pts below the official 2019 national figure. Attainment in Writing is lower than in the other subjects and is the main limiting factor in pupils achieving the combined standard.</p> <p>Maths has seen the biggest fall in the proportion of children achieving the expected standard; dropping by 22%pts since 2019, to 48%. *** However, another major factor that needs to be borne in mind is the fact that an exceptionally high proportion of this year group (44%)<sup>2</sup> were recorded as having SEN, and the low attainment of this group of pupils has also had significant impact on the outcomes of the cohort as a whole. **** Although attainment of the expected standard is low this year, the proportions of pupils achieving greater depth this year is very high. This year's figure is 7%pts above the 2019 national figure in combined RWM.</p> <p>With the additional increase in Social Service involvement, it is essential that we know our children and can spot triggers which will affect learning.</p>	1,2,3

<sup>2</sup> See pages 16-17



<i>Times Table Rockstars (£176) – the schools maths data is down to TT and Early Bird Maths</i>	Being in the Top 5% of schools in the country for the past 5 years shows how effective this is and an essential part of learning and engagement.	
<i>EY Resourcing (£5000) to meet the need of the new EY Curriculum</i>	Over recent years, about half of children in the reception cohort have achieved a Good Level of Development by the end of the Foundation Stage, and this is again the case in 2021, with exactly 50% achieving GLD. Foundation stage attainment is therefore consistently well below national (72% in 2019).  ***These figures reflect the fact that many children join Parklands with very low levels of development.	1,2
<i>EY / KS1 Reading Books (£5000) to ensure the books link to Floppy Phonics and accelerate reading</i>	We undertook a review of EY's with the Local Authority to invest in new resources in July 2021 to ensure the needs of the new curriculum could be met.  An audit by the Outwood English Hub was undertaken in 2021 looking at the quality of reading books used in Phonics, Guided Reading and home reading books. An investment of new books was undertaken to support the EEF research.	

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

Budgeted cost: £65923

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Behaviour Support Worker (£9277) will work with vulnerable pupils to ensure they can access learning</i>	More frequent behaviour difficulties meaning PP pupils are more likely to be placed on RED which impacts on their academic progress. However existing interventions have had an impact on behaviour incidents and have been PP 20% compared to 11% This is an improvement on the previous year's figures.	3,4,5
<i>Lunchtime Support (£3782) to provide high quality games and activities to engage pupils</i>		
<i>Safeguarding Officer (£7285)</i>	With COVID home issues and Safeguarding being the most important drive in our school, the last year has seen the need to extend our safeguarding team to deal with a 30% increase in Social Services involvement	

<p><i>Safeguarding Administrator (£4640)</i></p> <p><i>Cluster Services (£23585) are bought in by the Family of Schools to support school</i></p> <p><i>Data Analysis (incl Att and Behaviour) (£2800)</i></p>	<p>Attendance and Punctuality issues. Attendance figures are currently good for Pupil Premium pupils and we would like to maintain this. A higher percentage of PP pupils are late to school than non-Pupil Premium pupils</p> <p>The Cluster services allows us access to support with regard to Attendance services, Mental Health, Punctuality.</p> <p>Governors appreciate the level of detail that goes into these reports and the meetings that follow including the Full Governing Body</p>	
<p><i>Magic Breakfast (£1200) provides a free breakfast for all children to start their day</i></p>	<p>Food deprivation is high at Parklands. Having over £225000 (£151000 from the Magic Breakfast) of food donated through lockdown kept spirits high on the estate as nobody went hungry.</p> <p>Research shows hungry children do not perform as well.</p>	3,4,5
<p><i>Residential Costs (£7311)</i></p> <p><i>Music – Ukuleles (£2325)</i></p> <p><i>Tagtiv8 – moving and learning (£3718)</i></p>	<p>Over 90% of our pupils only time away from home during the year is on school residential. It is essential for their own wellbeing that they experience different settings before writing about it. All residential are linked to Topics that they are studying.</p> <p>Y3 go on a Space Camp</p> <p>Y4 go to the Lake District – Moreland Study</p> <p>Y5 go to Whitby – Coastal Study</p> <p>Y6 go on a PGL as a teambuilding exercise pre High School</p> <p>Every child has the right to learn to play an instrument</p> <p>We encourage Active learning to stop the obesity crises.</p>	1,2,3,4,5

**Total budgeted cost: £295775**

## **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.

**Disadvantaged pupil progress scores for last academic year (Internal Data submitted to Local Authority)**

Measure	Score
Reading	+4.9
Writing	+5.4
Maths	+4.2

**Strategy aims for disadvantaged pupils**

Measure	Score
Meeting expected standard at KS2 RWM	65%
Reading	73%
Writing	73%
Maths	65%
Achieving high standard at KS2 RWM	12%
Reading	31%
Writing	15%
Maths	23%

58% of the year group were identified as Disadvantaged. The attainment gaps between this group and the rest of the cohort were small, with only a 3%pt gap on the combined RWM measure, for example. Moreover, the attainment of the Disadvantaged group was above national on nearly all of the measures, and was especially high compared to national at the higher standards.

## Externally provided programmes

*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*

<b>Programme</b>	<b>Provider</b>
Outdoor Moving and Learning – Phonics / Topic and numbers	TAGTIV8
X Tables Rockstars	TT Rockstars
Speech and Language Therapists	Mable
Creative education at primary school. The transformative power of the performing arts to change lives. Weekly integrating the arts throughout their learning.	Artis Foundation
Data analysis / demographic analysis / Assessment / Behaviour / Attendance	Ian Stokes Education Limited
Behaviour and Nurture Support	NCR Education Services

## Further information

*We manage to afford all the above by raising a substantial amount of money from National and Multi National Businesses. As this money is not guaranteed year on year, the decision has been made not to do a three year forecast.*

*The success at the end of Key Stage 2 shows how effective having smaller class sizes has been here at Parklands. Having additional members of staff, not class based, allows teachers to be released and thus have time (wellbeing) to lead their subject effectively which raises standards.*

### Summary of the Success of PP

Our progress figures over several years demonstrate the excellent progress that has historically been achieved at Parklands and which has been continued over the last two years despite the challenges of the COVID-19 pandemic. Since 2017, nearly all progress measures have been significantly above average, and many have them have been in the top 10% of schools nationally. This table summarises our progress figures for the last three years. Since the majority of our pupils are officially identified as Disadvantaged, and since nearly all of our pupils live in very deprived areas, these whole-school figures demonstrate how we make exceptionally effective use of our PP funding to deliver transformative outcomes for all of our children, from well below-average on-entry attainment to well above-average achievement by the end of KS2.

#### KS1 to KS2 Progress

Parklands Primary School	Reading 2019	Reading 2020	Reading 2021	Writing 2019	Writing 2020	Writing 2021	Maths 2019	Maths 2020	Maths 2021
Progress Score	3.1	1.6	4.3	4.4	3.4	4.6	4.8	2.7	4.3
Lower Confidence Interval	1.3	-0.4	2.2	2.7	1.6	2.6	3.2	0.7	2.2
Upper Confidence Interval	5.0	3.6	6.5	6.1	5.4	6.7	6.4	4.7	6.4
Significance	Sig+	-	Sig+	Sig+	Sig+	Sig+	Sig+	Sig+	Sig+