

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Parkfield School
Pupils in school	489
Proportion of disadvantaged pupils	14%
Pupil premium allocation this academic year	£104,590
Academic year or years covered by statement	2019/20 – 2021/22
Publish date	December 2020
Review date	December 2021
Pupil premium lead	Kim Taylor
Governor lead	Pauline Brown

## Disadvantaged pupil performance overview for last academic year

GCSE Progress 8	NA
GCSE Attainment 8	NA
GCSE % Grade 4+ in English and maths	86%
GCSE % Grade 5+ in English and maths	57%
KS2 Reading	57%
KS2 Writing	43%
KS2 Maths	63%

## Strategy aims for disadvantaged pupils

Aim	Evidence of Impact	Target date
Pupils make at least expected progress across KS3 & LS4	Closure in the KS4 P8 & A8 gap	August 2022
Pupils to make expected progress in Reading	Achieve NA progress scores in KS1&KS2	August 2022
Pupils to make expected progress in Writing	Achieve NA progress scores in KS1&KS2	August 2022
Pupils to make expected progress in Maths	Achieve NA progress scores in KS1&KS2	August 2022
Pupils to achieve expected standard in PSC	Achieve NA progress scores in KS1&KS2	August 2022
Improve attendance to national	Attendance report for	August 2022

average	disadvantaged students	
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### Barriers to closing the gap

No.	In the section below describe the possible barriers that PP students may be faced with when trying to close the attainment gap. This could include things such as: lower literacy levels, poor attendance, and low self-esteem.
1	Lack of access to online facilities for online learning during lockdown, isolation periods and for homework.
2	High levels of mobility is a significant challenge across the school. A significant number of students on roll in KS4 have arrived with us following unsuccessful stints in other schools. Some have been EHE and are returning to school as GCSEs are arriving.
3	Mental Health issues often exacerbated by complex home circumstances. Increase in mental health issues following periods of lockdown and isolation.
4	Improving the skills of our teachers to ensure that PP students make swift progress. Including how to facilitate online learning and planning for those with limited access.
5	Improving all aspects of the leadership of learning within the school to ensure that all students make good progress.
6	Recruitment and retention of excellent teachers, supply teachers are regularly being used.
7	The proportion of children with additional needs (PP, SEND or vulnerable) is growing significantly and far outstripping our ability our income streams, this presents a real challenge in providing appropriate provision for children.

## Teaching priorities for current academic year

Measure	Activity
Priority 1	Phonics interventions across primary for disadvantaged students.  Literacy interventions across KS3 for disadvantaged students.
Priority 2	Work with the maths hub to embed Teaching for Mastery and the use of manipulatives  Maths intervention for KS4 disadvantaged students
Barriers to learning these priorities address	Closing the gap within reading and literacy. Closing the gap within maths, development of independence and engagement within maths
Projected spending	£35,000

## Wider strategies for this academic year

Measure	Activity
Provide support with School uniform	Students who have been school refusers have improved levels of attendance. Supporting students and families in this manner removes a potential barrier to progress.
Provide general equipment, books etc	Students who have been school refusers have improved levels of attendance. Supporting students and families in this manner removes a potential barrier to progress.
Provide Wifi access and electronic equipment to those without	Surveys were completed and parents contacted to ensure all disadvantaged students had access to online learning from home. This needs to continue to be monitored.
Employ a school counsellor	A growing increase in need for students across the whole school who have challenging mental health conditions. The support of the counsellor enabled these students to cope well with the pressure of SAT's, GCSE examinations and a range of external circumstances.
Employ an ELSA (part of LSA role)	ELSA used to support anxious students in KS2&3. The attendance and welfare of several students was maintained despite high levels of anxiety.
ELSA training & supervision	Ensuring that ELSAs are well trained & supported is a vital part of the process.
Projected spending	£69,590

## Monitoring & Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development, including online learning.	Effective use of Inset days and additional cover being provided by senior leaders. Policies and procedures to ensure online learning CPD and safeguarding.
Targeted Support	Ensuring enough time for school maths and literacy leads to support small groups	Additional time within timetable and through use of swimming lessons.
Wider strategies	Engaging the families facing most challenges	Pastoral support officer working closely with the LA and other local schools on cross-school outreach programme.

## Review: last year's aims and outcomes

Aim	Cost	Outcome
Appropriate levels of support for students with SEND.	£25,000.00	Temporary SENDCO was in place last year during lockdown. Supported all EHCP students twice weekly. In school resources and additional LSA.
Improved learning for students needing additional support.	£43,000.00	ELSA provision in school and at home throughout lockdown. Staff training. Computers and Wifi for those at home without.
Improved mental health and well-being	£20,000.00	Positive impact. A significant number of our students in KS4 have challenging mental health conditions. The support of the counsellor enabled these students to achieve in their GCSE examinations Improved mental health and well-being. Students all received regular contact whilst at home.
Support PP students broadly within the life of the school	£3,000.00	School trips, uniform and school equipment have enabled our pupils with Pupil Premium to be able to maximise their potential. 86% of PP students achieved a pass in English & Maths at GCSE.