# Pupil premium strategy statement

## School overview

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| **Metric** | **Data** |
| School name | Parkfield School |
| Pupils in school | 447 |
| Proportion of disadvantaged pupils | 18% |
| Pupil premium allocation this academic year | £85,745 |
| Academic year or years covered by statement | 2019/20 – 2021/22 |
| Publish date | November 2019 |
| Review date | October 2020 |
| Pupil premium lead | Kim Taylor |
| Governor lead | Pauline Brown |

## Disadvantaged pupil performance overview for last academic year

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| GCSE Progress 8 | -0.17 |
| GCSE Ebacc entry | 100% |
| GCSE Attainment 8 | 3.82 |
| GCSE % Grade 5+ in English and maths | 100% |
| KS2 Reading | 63% |
| KS2 Writing | 63% |
| KS2 Maths | 63% |

## Strategy aims for disadvantaged pupils

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| **Aim** | **Evidence of Impact** | **Target date** |
| Pupils make at least expected progress across KS3 & LS4 | Closure in the KS4 P8 & A8 gap | August 2020 |
| Pupils to make expected progress in Reading | Achieve NA progress scores in KS1&KS2 | August 2020 |
| Pupils to make expected progress in Writing | Achieve NA progress scores in KS1&KS2 | August 2020 |
| Pupils to make expected progress in Maths | Achieve NA progress scores in KS1&KS2 | August 2020 |
| Pupils to achieve expected standard in PSC | Achieve NA progress scores in KS1&KS2 | August 2020 |
| Improve attendance to national average | Attendance report for disadvantaged students | August 2020 |

## Barriers to closing the gap

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| 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 | 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. Year 6 has a high % for mid-year intake. |
| 2 | Mental Health issues often exacerbated by complex home circumstances. |
| 3 | Improving the skills of our teachers to ensure that PP students make swift progress. |
| 4 | Improving all aspects of the leadership of learning within the school to ensure that all students make good progress. |
| 5 | Recruitment and retention of excellent teachers, supply teachers are regularly being used. |
| 6 | 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

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| **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

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| **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 support with school trips | Providing opportunities for learning outside the classroom and personal development for disadvantaged students. |
| 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 | £50,745 |

## Monitoring & Implementation

| **Area** | **Challenge** | **Mitigating action** |
| --- | --- | --- |
| Teaching | Ensuring enough time is given over to allow for staff professional development | Effective use of Inset days and additional cover being provided by senior leaders |
| 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 | Funding used to support the appointment of a SENCO. This allowed us to maintain our P8 from -0.15 to -0.17. This was only one student in Year 11 who also had additional social and emotional challenges |
| Improved learning for students needing additional support. | £48,000.00 | Use of HLTA’s allowed us to gain 100% 5 and above in English and Maths for our Pupil Premium student. |
| Improved mental health and well-being | £15,000.00 | 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 |
| 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. |