

Pupil premium strategy statement

Park Junior School 2023

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	Park Junior School
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	March 2023
Date on which it will be reviewed	December 2023
Statement authorised by	Lisa Jones, Executive Headteacher
Pupil premium lead	Lynne Robbins, Federation Deputy
Governor	Sophie Humphreys

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£128,030
Recovery premium funding allocation this academic year	£12,542
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£140,572

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all children feel safe and secure leading to good progress across a broad and balanced curriculum. This is irrespective of the challenges they face in their day to day lives. The focus of our pupil premium strategy is to support disadvantaged pupils in being able to attain well and making progress from their starting points.

We will closely monitor the challenges faced by our children, such as those who have a support from other agencies. Reviewing and reflecting on this information will enable us to meet individual children's identified needs.

Good teaching with high-quality, in-class support is at the heart of our approach, with a focus on understanding the needs of individual children. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged children in our school. We are confident that in working towards the intended outcomes detailed below, non-disadvantaged children's attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its rigorous focus on quality curriculum design and implementation.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have chosen complement each other to help ensure the needs of individual children are met. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged children's outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with children indicate vocabulary gaps, reflecting limited life experience, among many disadvantaged children. These gaps are evident from when children start their journey in our federation at the age of 2 right through our Junior School and are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with children suggest disadvantaged pupils generally have greater difficulties with phonics and/or fluency than their peers. This negatively impacts on their development as readers.
3	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged children have been impacted by partial school closures to a greater extent than for other children. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to children falling further behind age-related expectations, especially in the wider curriculum.</p>
4	Our assessments (including wellbeing surveys), observations and discussions with pupils and families have identified social and emotional issues for many children, notable due to family stress, reduced parental engagement through lockdown and a lack of enrichment opportunities during school closure and Covid19 restrictions. These challenges particularly affect disadvantaged pupils, impacting on their attainment.
5	There has been a rise in the number of children with identified SEND particularly with social and emotional needs. A large percentage of children on the SEN register are disadvantaged pupils. There has been a delay to identifying specific barriers to learning for SEND children due to Covid19 working restrictions. Self-regulation and therefore behaviour is an issue for some of our pupil premium children.
6	The attendance of some pupil premium children remains a concern. These children also have had lower engagement with home learning during periods of school closure or isolation.
7	Progress scores in Maths for disadvantaged children have been lower than that of other children. Our internal monitoring shows that disadvantaged children are achieving a standardised score 9 points lower than their peers.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing assessment for learning.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 65% of disadvantaged pupils met the expected standard.
To ensure children's wellbeing needs are consistently addressed, particularly for our disadvantaged pupils.	Children's wellbeing needs are being addressed evidenced by: <ul style="list-style-type: none"> • The minutes of the Wellbeing and Inclusion Team show that children's pastoral needs are consistently and proactively met. • There is a significant reduction in recorded behaviour incidents on CPOMS • There is an increase in participation in extra-curricular provision among disadvantaged pupils • Monitoring of both children's and parent's views show positive feedback about the school's pastoral offer • Data from the Gloucestershire Pupil Wellbeing Survey shows improved results for disadvantaged children.
To ensure the needs of pupil premium children with SEND and other individual needs are addressed systematically through well planned and reviewed tailored provisions.	Children's individual educational needs are being addressed evidenced by: <ul style="list-style-type: none"> • An online provision mapping tool showing a consistent cycle of planning and review. • SEND children make measurable progress from assessed starting points (Insight tracking) • Children's reviewed MyPlans show progress against individual targets.
To ensure the needs of pupil premium children in mathematics.	Children's needs in mathematics are being addressed evidenced by: <ul style="list-style-type: none"> • Structured use of manipulatives within lessons to secure and deepen understanding. • Fidelity to the mastery maths scheme is in place ensuring that retrieval practice is in place and prior knowledge is systematically build upon ensuring fluency is developed to reduce cognitive load.

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: **£63,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments. (NFER, White Rose and AR)</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can 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>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1,2, 5 & 7</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics catch up interventions for identified children.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2 & 5</p>
<p>Improve the quality of SEND provision through appointing a full time SENCO and part time Speech and Language Therapist for the federation to advise teachers on effective inclusive practice.</p>	<p>There is extensive evidence including SEN support: A rapid evidence assessment Research report July 2017 and The EEF report on Special Educational Needs in Mainstream Schools.</p>	<p>5, 1, 2 3 & 7</p>

Targeted academic support

Budgeted cost: **£57,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure a good level of support is available from teaching partners. This will enable teachers to target their own support at particular children and will enable the delivery of interventions including precision teaching.</p>	<p>There is some good evidence which shows the effective use of teaching partners can ensure an additional 4 months progress.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3 & 7</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our partner Infant school and local English hub.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Additional staff training on the White Rose scheme and use of manipulatives.</p>	<p>EEF research shows that a mastery learning approach has an impact of 5 months progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	<p>7</p>

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

Budgeted cost: **£20,572**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and the development of a federation wide policy with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
Whole school training on effective use of the Child Protection Online Management System (CPOMS).	Recommendations from other schools and evidence from case studies show a positive impact on meeting children's needs through consistently recording and monitoring concerns. CPOMS – Case studies – CPOMS	4, 5 & 6
Recruiting and retaining a Pastoral Support Worker to meet the wider needs of children and families and provide targeted parenting support and increase parental engagement.	Research shows a range of benefits from increased parental engagement. The EEF toolkit analysis shows 4 months increased progress. Parental engagement EEF (educationendowmentfoundation.org.uk)	4
Establish a Wellbeing and Inclusion Team for the Federation. Meet regularly to ensure children's additional wellbeing and educational needs are addressed proactively.	The EEF toolkit shows a positive impact of 4 months progress from targeting Social and Emotional Learning. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	4
Continue to fund Emotional Literacy Support Assistants in order to meet children's identified SEMH needs.		4
Fund play therapy for identified vulnerable children.		4
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing a Pastoral Support Worker to engage proactively with families to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6

Total budgeted cost: £140,572

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 2021 to 2022 academic year.

Work to improve attendance is beginning to have an impact. Attendance for the Spring Term was 89.1%; the implementation of our new approach to addressing persistent absence began to have an impact, with attendance in the summer term of 91.4%.

There is greater consistency in staff logging and managing behaviour incidents on CPOMS. There are early indications that fewer children have behaviour logs recorded.

The number of clubs on offer has increased in the past 2 years. Just over 40% of our pupil premium children have accessed these clubs. 84% of parents responded positively to the question about clubs and activities on our questionnaire.

Online Pupil Survey Data shows a reduction in pupil wellbeing over the past two years with particularly low scores from disadvantaged children relating to their life experiences outside school. The overall percentage of Free School Meal children with good wellbeing has dropped from 50% in 2018 to 45.5%. This shows a clear need for the pastoral support worker role we have created.

The online ProvisionMapper is in place and MyPlan targets are smarter with and improvement in the quality of reviews. The SENCO has identified that the majority of pupil premium children have made progress against the targets on their MyPlans. This is an improvement as historically some children retained the same target on their MyPlan for several review cycles.

Reading data for outgoing Year 6 children showed that disadvantaged children achieved only 0.43 lower progress score than their peers.

Case studies, staff feedback and anecdotal evidence highlight the use of Emotional Literacy Support Assistants as particularly effective.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice through curriculum implementation and feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- improving quality first teaching through the implementation of the school development plan addressing curriculum implementation and rapid action plans support by the Local Authority project group.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our children's needs, give children a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from varied sources of data including monitoring in school, conversations with parents, children and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at the EEF guide to pupil premium 2021 giving an overview of studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils and attending recovery curriculum training with Barry Carpenter.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for children.