

Pupil premium strategy statement 2022 - 23

This statement details our school's use of **pupil premium for the 2022 to 2023 academic year** funding to help improve the attainment of our disadvantaged pupils. **This will be updated twice in each academic year until Autumn 2024.**

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year **(2022/23)** and the effect that last year's **(2021/22)** spending of pupil premium had within our school.

School overview

Detail	Data
School name	Park Hill Junior School
Number of pupils in school	372
Proportion (%) of pupil premium eligible pupils	78 out of 372 pupils = 21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2023
Date this statement was published	November 2022
Date on which it will be reviewed	March 2023/Sept 2024
Statement authorised by	LGB on 17/11/2022
Pupil premium lead/ Recovery Premium Lead	Violina Dimitrova /Ann Pratt
Governor / Trustee lead	Nina Arjun

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2022/23	£ 108,030
Pupil premium funding carried forward from previous years	£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	£108,030

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	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)
2	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.
3	Widening attainment gaps due to ripple effect of Covid on knowledge gaps - This challenge was created by the effect of covid related absences . 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)
4	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.
5	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.

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 for DA pupils including disengaged and hard to reach families.</i>	The average attendance of disadvantaged pupils is at least 94% in classes where these pupils have been identified. The number of cases of avoidable persistent absenteeism reduces year on year with sustained high attendance.
2. <i>Gaps accurately identified and interventions/ activities identified within the strategy will ensure disadvantaged, vulnerable & SEND pupils make accelerated progress.</i>	Identified pupils will make close to or expected progress of 6 steps from their baseline assessment at the end of this academic year. Pupils display a range of taught cognitive strategies relevant to their age and level of understanding. Learning Walks and Peer observations show that pupils think critically to choose the most effective strategies to support their own learning. As a result of most pupils using cognitive and metacognitive strategies effectively, they make accelerated progress.
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. There is 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 reduce children's barriers leaving them with the headspace to get on with their learning. Children and families who require additional support report that they have received timely and high-quality pastoral support. Sustained high levels of wellbeing are demonstrated by qualitative data from pupil voice, pupil and parent surveys and teacher feedback during progress meetings. There will be a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

Activity in this academic year - 2022 /2023

This details how we intend to spend our pupil premium funding this academic year 22/23 to address the challenges listed above. As the scope of the strategy is for 3 years, we may need to repeat some activities in the next school year.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£ 350**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Professional Learning Community (PLC) <i>Funding for this group of pupils will include- coaching, pupil voice on teaching - survey outcomes, collaborative analysis and discussions.</i></p> <p>Teacher learning communities (TLCs): <i>where teachers come together in groups, over time, to discuss and analyse practice, aiming to gain new knowledge and skills. Funds used to cover classes so teachers are able to meet.</i></p>	<p>The more mechanisms professional development includes and effectively implements, the larger its likely impact on pupil attainment. (EEF research)</p>	<p style="text-align: center;">3 &5</p>

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

Budgeted cost: £ 40696.70

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Interventions/ 1:1 tutoring/ pastoral care by Phase Team Leaders to plug gaps for specified pupils in their year groups/ across the school.</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 <u>tutoring was especially effective</u> in increasing learning rates for low-performing pupils. Research pointed to a particular kind of tutoring called “high-dosage” tutoring. Studies show it 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</p>
<p>Resources for extension work at home for PP & Vulnerable pupils - CGP Books & home learning tools bought to ensure home circumstances do not affect the learning needs of PP pupils and hard to reach families.</p>	<p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement = + 4 Months. https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p>	<p>2</p>

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

Budgeted cost: **£ 66983.30**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting hard to reach PP & vulnerable families with strong and effective pastoral care - Use of our Family Support Worker time	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement = + 4 Months.	1, 2 & 5
Majority of our School Counsellor's time to work with vulnerable families invariably has a valuable impact on PP pupils' attitude to learning and their emotional needs alleviated as a barrier to learning.	The EEF has found that <u>SEL interventions</u> have an identifiable and valuable impact on attitudes to learning and social relationships in school.	1,5
Wellbeing workshops for all pupils and Music Workshops for PP & Vulnerable pupils to help with resilience and wellbeing.	Research evidence shows that education and health are closely linked. So promoting the health and wellbeing of pupils and students within schools and colleges has the potential to improve their educational outcomes and their health and wellbeing outcomes.	5
Morning clubs for PP/Vulnerable pupils to get them ready to learn in a timely way	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
School uniform and equipment as required and dependent on home circumstances	Wrap around care = nurturing, improved self esteem.	5
Therapists to support pupils mental health and wellbeing - art, drama, music	More specialised programmes that are targeted at students with particular social or emotional needs inclusive of EAL are identified as effective for DA pupils.	3
Home Learning Club after school to enable pupils to complete out of class learning and have access to a rich range of resources.	More specialised programmes that are targeted at students with particular social or emotional needs inclusive of EAL are identified as effective for DA pupils.	3

EAL programme for identified crossover pupils cost		
<i>Musical opportunities, trips and enrichment to help focus and create a fulfilment of belonging for pupils who will benefit from these interventions - Young Voices Choir participation; iRock participation; CSMA Christmas Concert; Worldwide Music Workshops</i>	EEF Research & Ofsted research - Encouraging cooperation and teamwork through participation in team sports and games improves pupils' social, emotional learning (SEL)	5
Parents Workshops, coffee mornings, mental health workshops	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement = + 4 Months.	1, 4, 5
Improved Attendance through parental engagement - Assistant Head released 0.5 days / week to oversee attendance strategy, including meeting with MAT EWO	DfE's Improving School Attendance https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	1,4,5

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.

Desired Outcomes	Impact
Barriers to learning correctly identified and targeted support are highly successful in alleviating the identified barriers.	In all year groups all pupil premium pupils made at least expected progress from their own individual starting point, though there is still evidence of gaps between non and pp pupils in some areas which we are still targeting.
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.	A highly focused provision map and barriers to learning tools identified needs and these were addressed in a timely manner. This will be further developed in 2022/23.
The attainment gap between children who are Disadvantaged and those who are not is closing in all year groups.	Pupil Premium pupils achieved above expected in reading, writing and mathematics. Their progress as compared to their peers is on an improving trend with particular attention to the current year 6.
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.	A lot of transferable online skills were incorporated into lessons which gave scope to pp pupils accessing their learning. Targeted support helped most pupils to achieve expected with some getting close to expected where there was not a high cross over of needs.
A calm and focused start to their school day as pupils are more focused in lessons	Transition to 'normal school' work was highly effective in settling pupils.
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.	Survey results of parents and pupils show how the support offered by the school contributed to the progress pupils made.

Below are the outcomes for 2021/22. Expected progress is 3.0 and data is compared to expectations for all pupils in reading, writing and mathematics.

<i>In-year progress of PP (Expected prog – 3.0)</i>	<i>Reading</i>		<i>Writing</i>		<i>Maths</i>	
	<i>PP</i>	<i>All</i>	<i>PP</i>	<i>All</i>	<i>PP</i>	<i>All</i>
Y6 (25)	3.79	3.53	3.42	3.32	3.21	3.27
Y5 (18)	3.35	3.54	3.35	3.37	3.06	3.34
Y4 (22)	4.27	4.23	3.64	3.82	3.91	3.83
Y3 (18)	3.50	3.57	4.00	3.93	4.00	3.89

Overview of outcomes:

Y6 PP pupils made above expected progress in all three subjects and outperformed their peers in reading and writing.

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 is above the expected 3.0 points over the year in all subjects. They are, however, still lagging behind their peers.

Y4 PP made above expected 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.

General Summary statement:

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, where Google Classroom was used to provide targeted learning tasks as well as online resources and live learning opportunities.

Although overall attendance in 2021/22 was 93.2%, this was lower than the national average of 92.8%. Absence among disadvantaged pupils was slightly higher (0.1%) than their peers(PP- 93.3% v Non PP – 93.2%) and persistent absence was significantly higher(PP- 20.8% v Non PP – 19.75%). These gaps are larger than in previous years, which is why attendance is a focus within our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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

Programme	Provider
Provision Map	Edukey
Boxing	Boxing champion
Dramatherapy	Roundabout Dramatherapy