

Pupil premium strategy statement – Parkfield Community School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|--|---|
| Number of pupils in school | 604 |
| Proportion (%) of pupil premium eligible pupils | 49.2% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year) | 2024-25 (3 year plan covers 2024-27) |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | December 2025 December 2026 December 2027 |
| Statement authorised by | James Wright |
| Pupil premium lead | Helena Brzeski |
| Governor / Trustee lead | Mohammad Sajad |

Funding overview 2021-22

| Detail | Amount |
|--|-----------------|
| Pupil premium funding allocation this academic year | £355,080 |
| Recovery premium funding allocation this academic year | £38,280 |
| Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024. | £0 |
| Total budget for this academic year | £392,360 |

Funding overview 2022-23

| Detail | Amount |
|--|-----------------|
| Pupil premium funding allocation this academic year | £390,570 |
| Recovery premium funding allocation this academic year | £40,890 |
| Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024. | £0 |
| Total budget for this academic year | £431,460 |

Funding overview 2023-24

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £427,770 |
| Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i> | £42,630 |
| Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i> | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £470,400 |

Funding overview 2024-25

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £439,560 |
| Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i> | £0 |
| Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i> | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £439,560 |

Part A: Pupil premium strategy plan

Statement of intent

Our pupil premium funding sets the achievements of children from disadvantaged backgrounds as a priority within our school system. We strive to close the attainment gap between disadvantaged pupils and their peers. This is an important gain for these pupils as often they are more likely to be working at a lower attainment than other children and this can impact on their long-term goals.

We will consider the challenges faced by vulnerable pupils, such as young carers and those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' 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 targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Pupil premium students are not all alike, and as a school we ensure that we don't categorise pupils, by labelling them disadvantaged, but treating every child as an individual who has the potential to succeed and attain highly.

Our strategy works towards a three-tiered approach that balances approaches to improve quality first teaching, targeted academic support, and wider strategies. We also recognise that less is more; selecting a small number of priorities and giving them the best chance to succeed while ensuring that pupil premium is at the heart of a whole school effort, with all staff understanding the strategy and their role within it. Staff embrace research and training to identify the best possible interventions and support to ensure pupils thrive and to target closing the gap.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | The ongoing impact of COVID 19 and loss of direct teaching has had a significant impact on the academic attainment of all pupils, including the disadvantaged, across school. |
| 2 | Children lack the experiences and vocabulary required of the current curriculum. This is particularly evident in the early years where speech and language is lower than expected on entry. |
| 3 | Social and emotional experiences significantly impact the education of a child. This can include the impact of mental health on the pupils and their families. They may also have limited access to books, libraries and technology (such as computers, Wi-Fi etc). |
| 4 | Lower attendance and higher rates of persistent absenteeism of PP/disadvantaged children. |
| 5 | Parental engagement in school and learning is lower for our Pupil Premium children. |
| 6 | Reading and maths fluency is impacted by language development and parental engagement for disadvantaged children. |

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 |
|---|--|
| To develop the Oracy skills of disadvantaged pupils to close the gap by the end of the reception year and across the whole school | <p>Attainment of PP children on progression map is in line with all pupils and Reception PP children achieve ELGs in Language and Speaking in line with all pupils. Assessments and observations across the school indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons and ongoing formative assessment.</p> <p>Maintain a 0% gap between PP and non-PP (within the areas of listening and attention and understanding). Close the gap in oracy for years 1-6.</p> |

| | |
|---|---|
| <p>Narrow the gap by the end of KS2 in reading, writing and maths attainment between disadvantaged and non-disadvantaged pupils at expected and higher standard</p> | <p>Gap between disadvantaged and non-disadvantaged pupils is 0.0% for KS2 reading, writing and maths, and KS2 multiplication checks.</p> <p>Gap between disadvantaged and non-disadvantaged pupils is 0.0% for reading, writing and maths in summative teacher assessments for years 3-6.</p> <p>Disadvantaged children who achieve EXS in KS1 reading, writing and maths standardised tests achieve at least EXS in KS2 standardised tests.</p> <p>Disadvantaged achieve at least in line with national. Rigorous testing process in place to identify any needs for intervention. Evident increase in knowledge of key skills in numeracy shown through low stakes in-class assessments, formal regular assessments and standardised tests.</p> |
| <p>Increase the percentage of pupil premium pupils passing the Year one phonics screening test</p> | <p>Attainment is at least national for disadvantaged pupils who joined the school in reception.</p> |
| <p>Social & emotional, mental health & life experiences</p> | <p>The use of SUMO and other pastoral interventions supports children to develop resilience and build their confidence and self-esteem. Mental health concerns are addressed quickly and appropriately by our mental health first aider. All children, including the disadvantaged, experience a range of trips and visits to build their cultural capital, leading to children learning more, knowing more and remembering more.</p> |
| <p>PP attendance meets the school's attendance target of 97%</p> | <p>The attendance of PP learners meets the school target of 96%. PP Leads meet regularly with the Attendance Officer and have a clear plan in place for pupils with low attendance. Staff are aware of difficulties that may impact PP learners and have plans in place to support these.</p> |

Improve parental engagement in learning and school life to support their children.

At least 50% of parents of Pupil Premium children attend parent engagement activities such as workshops, assemblies, parent showcases and parents' evenings.

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.

Key:

RAG rating:  achieved  partially achieved  did not achieve

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £221, 756

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Coaching to develop teacher expertise (cost of cover) through planning clinics, team teaching and reflections using Microsoft Sites. | Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending “Teaching quality is important. It is arguably the greatest lever at our disposal for improving the life chances of the young people in our care (Hattie, 2015), particularly for those from disadvantaged backgrounds.” (Wiliam, 2016). | 1, 2, 6 |

| | | |
|---|--|----------------|
| <p>Early Language Development course for all EYFS staff to improve language acquisition for the most vulnerable learners (release for staff).</p> | <p>High quality structured interventions are a key component of effective pupil premium strategy and can have huge positive outcomes for struggling pupils. EEF (2018) suggests there is evidence that early literacy programmes that include activities related to phonemic awareness and phonics skills lead to better literacy outcomes than programmes without these components.</p> | <p>2, 6, 7</p> |
| <p>Voice 21 Centre of Excellence membership maintained to give disadvantaged learners the skills they need to be successful.</p> | <p>All Party Parliamentary Group for Oracy “Developing Oracy improves academic outcomes, underpins vocabulary and language acquisition and supports wellbeing and confidence.”</p> | <p>1, 2, 6</p> |
| <p>Middle leadership development through Aspiring leadership course, release time and coaching time and purchasing resources.</p> | <p>School review days, triangulated with data from CAPs meetings, book looks and pupil voice. Internal data suggests teaching quality (and therefore outcomes) improved when middle leaders were supported and coached in subject leadership.</p> | <p>1</p> |

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| <p>Inclusive teaching elective course to develop quality teaching for all children.</p> | <p>EEF special Needs in Mainstream Education Report “...teachers should instead prioritise familiar but powerful strategies, like scaffolding and explicit instruction, to support their pupils with SEND. This means understanding the needs of individual pupils and weaving specific approaches into everyday, high-quality classroom teaching.”</p> | <p>1, 2, 3</p> |
| <p>Projects to improve teaching and learning across school: Metacognition electives, CPD library</p> | <p>EEF report (2021) suggests self-regulated learners are aware of their strengths and weaknesses, and they can motivate themselves to engage in and improve their learning. Disadvantaged children are less likely to use metacognitive and self-regulatory strategies, including dual coding, without explicitly being taught them.</p> <p>Impact: +7 months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation?utm_source=/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation&utm_medium=search&utm_campaign=site_search&search_term=metacognition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition?utm_source=/education-evidence/guidance-reports/metacognition&utm_medium=search&utm_campaign=site_search&search_term=metacognition</p> | <p>1, 2, 4, 7</p> |

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| <p>Development of the hinterland aspect of the curriculum to make the knowledge rich curriculum accessible for all children. Now Press Play, experience days, trips.</p> | <p>Curriculum enhancements and the enrichment of the curriculum through the audio drama immersion aims to enthuse learners, bringing topics to life. “Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing. Wider benefits such as more positive attitudes to learning and increased wellbeing have also consistently been reported.” EEF</p> <p>Impact: +3 months</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> | <p>2, 4, 7</p> |
| <p>Specialist training for teaching assistants to deliver interventions across phases</p> | <p>High quality structured interventions are a key component of effective pupil premium strategy and can have huge positive outcomes for struggling pupils. EEF (2018) suggests there is evidence that early literacy programmes that include activities related to phonemic awareness and phonics skills lead to better literacy outcomes than programmes without these components.</p> <p>“The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.”- EEF Teaching and Learning Toolkit</p> | <p>1, 2, 6, 7</p> |
| <p>EAL and disadvantage AHT</p> | <p>High quality structured interventions are a key component of effective pupil premium strategy and can have huge positive outcomes for struggling pupils. EEF (2018) suggests there is evidence that early literacy programmes that include activities related to phonemic awareness and phonics skills lead to better literacy outcomes than programmes without these components.</p> | <p>1, 2, 6, 7</p> |

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

Budgeted cost: £151, 804

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Targeted SEND support in Pathways and Nursery Additional support for children requiring intervention (1:1 and small group support) led by skilled TAs | <p>Cullen, M.A., Lindsay, G., Hastings, R., Denne, L., Stanford, C., Beqirah, L., Elahi, F., Gemegah, E., Hayden, N., Kander, I., Lykomitrou F., Zander, J. (2020). Special Educational Needs in Mainstream Schools: Evidence Review. London: Education Endowment Foundation. The report is available from: EEF_SEND_Evidence_Review.pdf (d2tic4wvo1iusb.cloudfront.net)</p> | 1, 3, 5 |
| Additional speech and language support and intervention. | <p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit On average, individualised instruction approaches have an impact of 4 months’ additional progress. Weak Language and Communication skills. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently</p> | 1, 2, 5, 6, 7 |
| Delivery of Wellcomm sessions to support children with speech, language, communications and interaction. | <p>The Nuffield Early Language Intervention (NELI) has been found to improve children’s language and early literacy skills. The programme involves a trained teaching assistant providing short small-group and individual teaching sessions to around 3-6 pupils for 20-weeks. Robust evaluations found NELI children made on average 3 months of additional progress in language.</p> | 1, 2, 7 |

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| Mathletics (subscription cost) | Helps educators track student progress, provides powerful data-driven reports, help teachers track student progress. Provides insight into how to support classrooms or individual learners. | 1, 6, 7 |
| Additional staff in year 1 and 2 to support decoding and reading fluency development. | <p>The EEF report (2021) suggests comprehension skills can be limited by the effort needed to decode words, and when children read fluently, limited cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text. Fluency is explicitly taught and practise is encouraged.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> | 1, 2, 6, 7 |
| Programmes to improve reading and fluency across school: Read Write Inc. subscription and support, Herts Reading Fluency project across KS1 and KS2, Let's Think in English, new reading framework development. | <p>The EEF report (2021) suggests comprehension skills can be limited by the effort needed to decode words, and when children read fluently, limited cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text. Fluency is explicitly taught and practise is encouraged.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> | 1, 2, 4, 6, 7 |

| | | |
|--|---|----------------------|
| <p>Use of Mighty Writer in year 2 classes to develop sentence level development.</p> | <p>High quality structured interventions are a key component of effective pupil premium strategy and can have huge positive outcomes for struggling pupils. EEF (2018) suggests there is evidence that early literacy programmes that include activities related to phonemic awareness and phonics skills lead to better literacy outcomes than programmes without these components.</p> <p>EEF Improving Literacy in KS1 & KS2 report: Pupils should also practise sentence combining and other sentence construction techniques. Modelling is also important as pupils progress from constructing simple sentences to being able to combine sentences with more complex grammatical structures. Teachers could model these processes, for example, by explicitly demonstrating how to combine several related, simple sentences to make more complex ones. Teachers should encourage pupils to do this on their own as they write</p> | <p>1, 6, 7</p> |
| <p>Additional teacher in reception 3 days per week to meet the needs of the most vulnerable learners with a focus on phonics and literacy skills, including early language development. -more specific</p> | <p>Evidence from Education Endowment Foundation- reducing class sizes + 2months (July 2021) “...studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers.”</p> <p>High quality structured interventions are a key component of effective pupil premium strategy and can have huge positive outcomes for struggling pupils. EEF (2018) suggests there is evidence that early literacy programmes that include activities related to phonemic awareness and phonics skills lead to better literacy outcomes than programmes without these components.</p> | <p>1, 2, 5, 6, 7</p> |
| <p>HLTA and additional leadership staff in year 6 to provide high quality targeted support and smaller teaching groups.</p> | <p>Evidence from Education Endowment Foundation- reducing class sizes + 2months (July 2021) “...studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers.” Our internal data shows that this approach has been highly effective in closing the gap.</p> | <p>1, 6, 7</p> |

| | | |
|---|--|------------|
| Spelling Shed Subscription Cost | <p>EEF Improving Literacy in KS2 report:</p> <p>Fluent writing supports composition because pupils’ cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition.</p> <p>Explicitly teach spellings and provide pupils with extensive opportunities to practice them.</p> | 1, 6, 7 |
| CGP books | <p>Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>-EEF T&L Toolkit</p> | 1, 5, 6, 7 |
| Strategies to develop a love of reading and improved comprehension, including an Accelerated Reader subscription and training with the National Literacy Trust. | <p>Evidence from Education Endowment</p> <p>Foundation – ‘Teaching and Learning Toolkit’: Reading Comprehension Strategies = +6 months “some indications that approaches involving digital technology can be successful in improving reading comprehension, particularly when they focus on the application and practice of specific strategies and the use of self-questioning skills.”</p> | 1, 2, 6, 7 |

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

Budgeted cost: £66,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Attendance Officer | Family liaison – our internal evidence base shows that working with the families of pupil premium children to address individual needs has a positive impact on the academic and social outcomes for the children. | 3, 4, 5, 6, 7 |
| School based enrichment activities including Commando Joe, OPAL and Now Press Play to support behaviour, wellbeing and cultural capital | <p>Many pupils do not have access to activities which promote cultural capital.</p> <p>“Out of school activities and the education gap” Dr Emily Tanner Professor Liz Todd “After school club attendance was associated with positive academic and social outcomes for disadvantaged children in particular.” “Organised physical activities were associated with higher attainment and better social, emotional and behavioural outcomes at age 11.”</p> <p>EEF Toolkit:</p> <p>There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.</p> | 1, 2, 3 |

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| <p>Breakfast club places for select disadvantaged pupils.</p> | <p>Running free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1. It was also found school breakfasts are more nutritious and that attending the club effectively prepares pupils for learning. Breakfast club schools also saw an improvement in pupil behaviour and attendance. (Magic breakfast)</p> | <p>3, 4</p> |
| <p>Adult Education courses for parents and Positive Parenting Classes</p> | <p>A study by professor Charles Deforges for the DFE found that the most important finding is that parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. In the primary age range the impact caused by different 5 levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the impact is evident across all social classes and all ethnic groups. Evidence from Education Endowment Foundation</p> <p>– Teaching and Learning Toolkit</p> <p>Parental Engagement +4months</p> | <p>5</p> |

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| Additional attendance & pastoral support | EEF report (2015) states that pupils need to be in school to learn and achieve and that there is a direct link between pupil achievement at KS2 and KS4. Pupils with no absence are 1.6 times more likely to achieve level 4 or above, and 4.7 times 3 4 8 more likely to achieve level 5 or above, than pupils that missed 15-20 percent of all sessions | 4, 5 |
| SUMO for Schools | <p>Self-esteem, emotional resilience, relationship skills. Recent research has shown that SEL skills at age nine predicted Key Stage 2 test scores at age 11. Panayiotou, M., Humphrey, N. and Wigelsworth, M. (2019) 'An empirical basis for linking social and emotional learning to academic performance', Contemporary Educational Psychology, 56, pp. 193– 204.</p> <p>Self-regulation of learning was shown to be positively impacted by adventure learning (EEF, 2023)</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/adventure-learning</p> <p>Behaviour interventions have positive overall effects (+4 months), and social-level behaviour approaches are linked to improvements in attainment. Pupils who are FSM are more likely to receive a permanent or fixed term exclusion compared to those who do not.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> | 3 |

| | | |
|---|---|-------------|
| <p>Qualified teacher employed as a dedicated sports coach to deliver high quality sports and fitness instruction and to increase enrichment opportunities for disadvantaged children.</p> | <p>EEF analysis (July 2021) states that pupils from disadvantaged backgrounds may be less likely to access quality sports provision outside of school, so providing free, high quality sports in school helps to narrow the gap. Physical activity interventions and approaches is an additional 1 month progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> | <p>2, 3</p> |
| <p>Employment of an HLTA to deliver STEM learning opportunities and wider enrichment.</p> | <p>https://www.stem.org.uk/sites/default/files/pages/downloads/Science%20Education%20in%20England%20Summary.pdf</p> <p>Our analysis shows a clear negative correlation between socioeconomic disadvantage and less intensive engagement with GCSE science. 80% of students from disadvantaged backgrounds take combined science compared to 66% of their peers.</p> | <p>2, 3</p> |

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| Additional designated safeguarding leads trained in response to the high number of safeguarding cases. | Internal analysis demonstrates that disadvantages/PP families are more likely to require safeguarding support. | 3, 4, 5 |
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Total budgeted cost: £439, 560

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

| Intended outcome | Outcome | | | | | | Evaluation |
|---|-------------------|-----------|------------------------------------|-----------|-------------------|---------------|--|
| To develop the Oracy skills of disadvantaged pupils to close the gap by the end of the reception year and across the whole school | % | Parkfield | National (2023 data for year 2) | PP school | Gap PP/Nat all | Non PP School | <p>Oracy is a strength of our school. Children's attainment in oracy has had an impact on their reading attainment, resulting in a minimal gap between pupil premium attainment and national attainment. In KS1, pupil premium children are out-performing non-pupil premium, due to the excellent oracy and phonics provision.</p> <p>"Staff skilfully build pupils' language skills through the well-developed oracy programme"- Ofsted, November 2023.</p> <p>"Adults skilfully develop pupils' speaking and listening skills by engaging them in conversation"- Ofsted, November 2023</p> <p>Attainment in KS2 remains a priority across all areas, but in particular for pupil premium.</p> |
| | GLD | 64.9 | 67.7 | 63 | -4.7 | 66 | |
| | Phonics Year 1 | 86.1 | 80.2 | 87.1 | +6.9 | 85.4 | |
| | Phonics Year 2 | 87.5 | 89 | 86.4 | -2.6 | 88.6 | |
| | Yr2 Reading | 80.9 | 68.2 | 81.7 | +13.5 | 79.3 | |
| | Yr2 Writing | 83.1 | 60.1 | 85 | +24.9 | 79.3 | |
| | Yr2 Maths | 76.4 | 70.4 | 76.7 | +6.3 | 75.9 | |
| | Yr6 Reading | 64 | 74.2 | 55.3 | -18.9 | 73.8 | |
| | Yr6 Writing | 70.8 | 71.7 | 66 | -5.7 | 72.6 | |
| | Yr6 Maths | 70.8 | 73.1 | 61.7 | -11.4 | 81 | |

| | <table border="1" data-bbox="611 161 1525 268"> <tr> <td>Yr6 Combined</td> <td>52.8</td> <td>60.5</td> <td>42.6</td> <td>17.9</td> <td>64.3</td> </tr> </table> <p data-bbox="611 272 1525 411"><i>Teacher assessments supported by Salford Reading tests, NFER assessments and formative assessments of key performance indicators daily.</i></p> <p data-bbox="611 488 954 512">Oracy assessments 2023-24:</p> <table border="1" data-bbox="748 555 1417 772"> <thead> <tr> <th>%</th> <th>All children</th> <th>Pupil Premium children</th> <th>Non-pupil premium children</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>EXS</td> <td>64.2</td> <td>63.4</td> <td>65.5</td> <td>-2.1</td> </tr> </tbody> </table> <p data-bbox="611 777 1559 839"><i>Assessed through Speak Up Speak Out assessments, developed in collaboration with Voice 21.</i></p> | Yr6 Combined | 52.8 | 60.5 | 42.6 | 17.9 | 64.3 | % | All children | Pupil Premium children | Non-pupil premium children | Gap | EXS | 64.2 | 63.4 | 65.5 | -2.1 | | | | | | | | | | | | |
|---|--|------------------------|----------------------------|-----------|------------|----------|---------|------|--------------|------------------------|----------------------------|------|------|-------|-------|------|-------|-------|-------|---------|------|-------|-------|-------|------|------|-------|-------|---|
| Yr6 Combined | 52.8 | 60.5 | 42.6 | 17.9 | 64.3 | | | | | | | | | | | | | | | | | | | | | | | | |
| % | All children | Pupil Premium children | Non-pupil premium children | Gap | | | | | | | | | | | | | | | | | | | | | | | | | |
| EXS | 64.2 | 63.4 | 65.5 | -2.1 | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Narrow the gap by the end of KS2 in reading, writing and maths attainment between disadvantaged and non-disadvantaged pupils at expected and higher standard</p> | <p>Gap between disadvantaged and non-disadvantaged pupils is:</p> <table border="1" data-bbox="611 959 1435 1374"> <thead> <tr> <th></th> <th></th> <th>Parkfield</th> <th>Birmingham</th> <th>National</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Reading</td> <td>2022</td> <td>-21.4</td> <td>-12.9</td> <td>-17.6</td> </tr> <tr> <td>2023</td> <td>-5.7</td> <td>-12.3</td> <td>-18.1</td> </tr> <tr> <td>2024</td> <td>-18.5</td> <td>-12.5</td> <td>-17.2</td> </tr> <tr> <td rowspan="2">Writing</td> <td>2022</td> <td>-13.1</td> <td>-15.5</td> <td>-20.3</td> </tr> <tr> <td>2023</td> <td>-7.6</td> <td>-13.2</td> <td>-19.3</td> </tr> </tbody> </table> | | | Parkfield | Birmingham | National | Reading | 2022 | -21.4 | -12.9 | -17.6 | 2023 | -5.7 | -12.3 | -18.1 | 2024 | -18.5 | -12.5 | -17.2 | Writing | 2022 | -13.1 | -15.5 | -20.3 | 2023 | -7.6 | -13.2 | -19.3 | <p>In the last academic year the gap has widened for pupil premium children in all areas. Although the gap is wider than other Birmingham schools, it is in line with national data. This will remain a priority.</p> |
| | | Parkfield | Birmingham | National | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 2022 | -21.4 | -12.9 | -17.6 | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2023 | -5.7 | -12.3 | -18.1 | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2024 | -18.5 | -12.5 | -17.2 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 2022 | -13.1 | -15.5 | -20.3 | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2023 | -7.6 | -13.2 | -19.3 | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | | | | | |
|---|--|------|-----------|------------|----------|--|---|--|
| | | 2024 | -19.1 | -13.5 | -19 | | | |
| Increase the percentage of pupil premium pupils passing the Year one phonics screening test | Maths | 2022 | -8.1 | -15.6 | -21.6 | | Pupil premium children at Parkfield are consistently achieving significantly above both Birmingham and National pupil premium children. | |
| | | 2023 | -7.5 | -15 | -20.3 | | | |
| | | 2024 | -19.3 | -15.5 | -20.2 | | | |
| | <i>Assessed through end of KS2 standardised assessments.</i> | | | | | | | |
| | | | Parkfield | Birmingham | National | | | |
| | | 2018 | 86 | 74 | 72 | | | |
| | 2019 | 83 | 76 | 71 | | | | |
| | 2022 | 74 | 69 | 62 | | | | |
| | 2023 | 91 | 74 | 67 | | | | |
| | 2024 | 87.1 | 75.2 | 68 | | | | |

| | | |
|---|---|---|
| <p>Social & emotional, mental health & life experiences</p> | <p>Bullying is extremely rare. The use of SUMO has enabled children to develop resilience and has reduced the number of behaviour concerns.</p> <p>Trips and enrichment activities happen in every year group, and children are able to talk about these confidently.</p> | <p>Further pastoral programmes are being developed and embedded to build on the already exceptional provision.</p> |
| <p>PP attendance meets the school's attendance target of 96%</p> | <p>Pupil premium attendance for 2021-22 was 91%, in comparison with non-pupil premium eligible, which was 92%.</p> <p>Pupil premium attendance for 2022-23 was 90% (not including nursery), in comparison with non-pupil premium eligible, which was 91%.</p> <p>Pupil premium attendance for 2023-24 was 92.47%, in comparison with non-pupil premium eligible, which was 92.2%.</p> | <p>Attendance has improved for all children, but more so for children who are pupil premium eligible. This will remain a priority in the next year.</p> |
| <p>Support the SEMH, behaviour and SEND needs of the disadvantaged children in EYFS to ensure all make good progress.</p> | <p>SEN children made an average of 8 points progress on the Early Years continuums. EHCP targets are met and reviewed regularly.</p> | <p>Additional adults continue to be deployed to support these children, and further training is in place to improve the quality of teaching for children with SEND and SEMH, leading to improved outcomes for all disadvantaged children.</p> |
| <p>Improve parental engagement in learning and school life to support their children.</p> | <p>97% of parents attended parents' evenings. Parent showcases and inspire workshops took place, which were well attended. Our diversity day was also extremely well attended, and helped to build links with the community.</p> | <p>Further work will continue this year to build on the already excellent provision for adult education and parental engagement.</p> |

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

| Programme | Provider |
|-------------------------|----------------------|
| Spelling Shed | Ed Shed |
| Mathletics | 3P Learning |
| Accelerated Reader | Renaissance Learning |
| Times Tables Rock Stars | Maths Circle Ltd |

Service pupil premium funding (optional)

| |
|---|
| <i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i> |
| n/a |
| The impact of that spending on service pupil premium eligible pupils |
| n/a |

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.