

## Pupil premium strategy statement 2023-2024– Parkfield 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	376
Proportion (%) of pupil premium eligible pupils	79 (28%)
1	2023-24
Date this statement was published	30.11.2023
Date on which it will be reviewed	30.09.25
Statement authorised by	Justine Hardie
Pupil premium lead	<i>Rosie Bradley da Silva</i> /Justine Hardie
Governor / Trustee lead	Dave Alexander/Polly Lovell

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£138,285
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>	£16,200
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£154,485

## Part A: Pupil Premium Strategy Plan

### Statement of intent

At Parkfield, we have a relentless focus on providing the best form of support for our pupils within every classroom. We continually update our CPD programme and base our interventions and expenditure on proven research. The Sutton Trust research underpins many of our strategies as well as the Visible Learning approach by John Hattie. Our vision is driven by a profound and shared ambition to motivate and enable all young people to fulfil their potential, become outstanding citizens and make a positive contribution to the economic growth of the city.

The key principle of our strategy is underpinned by our Graduated Approach system. We aim to remove barriers to successful learning at a universal, targeted and specialist level. Our pupil premium expenditure is used to support our whole school vision and collective efficacy. No pupil should be left behind. Parkfield has seen a recent decrease in the number of pupils qualifying for the Pupil Premium. This could be due to several factors including our wide, diverse catchment areas - seeing many pupils travelling long distances to attend school.

We use our safeguarding, behaviour, and attainment data to ensure we give pupils the most appropriate means of support. Ultimately, we aim for all our pupils to be as successful as possible by removing barriers to learning. No pupil should be held back due to their background. At Parkfield, we are passionate and relentless in our drive to support our young people and their families. They are the next generation.

The Parkfield School Pupil Premium strategy objectives are written to ensure academic routines, while promoting positive, enriching experiences where additional protective factors may be required to achieve equity. Our evidence shows that for many pupils, school attendance requires a recalibration, with the habits of regular attendance needing to be developed. This includes rebuilding an academic resilience damaged by the mixed experiences of remote or blended learning earlier in their school careers. Strong attendance combined with high quality teaching are the foundation blocks necessary to lay the platform that enables the greatest possible impact from other objectives; if disadvantaged pupils continue with interrupted attendance, other initiatives and expenditure will not be afforded the traction to sustain the intended impact.

We believe in the importance of supporting our support staff, particularly teaching assistants, ensuring they are highly trained and understand their role in helping pupils to achieve. We provide well-targeted support to improve attendance, behaviour, or links with families where these were barriers to a pupil's learning.

- Compare how similar challenges have been tackled in other schools.
- Understand the strength of evidence behind alternative approaches.
- Consider the likely cost-effectiveness of a range of approaches.
- Over 26.64 % PP - deprivation indices.
- 40 % - SEND and 25 EHCPs.
- In-year - 6% of pupils have joined mid-year in 2023-24.
- EAL – 17.9 %.

## Challenges

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

<u>Challenge number</u>	<u>Detail of challenge</u>
1	<p>Reading and writing attainment in Key Stage one was lower compared to non-pupil premium pupils. Reading attainment has been good in all year groups this year. There is still a gap between PP and non-PP Year 1 Phonics has dipped significantly for this group of pupils. Writing – there is still a gap between PP and Non-PP in this subject area. Year 2 was a particular area of concern. Reading needs to be a continued focus and through the curriculum design using strategies in whole class reading and talk for writing should be used to enhance writing. Support for Year 2 phonics is required to ensure children achieve the expected standard. Revision of writing approach required to support Year 3 writers upon leaving Year 2.</p> <p>Assessments, observations, and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>On entry to year 7, a significant proportion of disadvantaged pupils arrive below age-related expectations. This gap persists during pupils' time at our school.</p> <p>Engagement in reading for pleasure for all pupils and their parents.</p>
2	<p>Our assessments, observations and discussions with pupils and families suggest that the education of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in knowledge gaps, resulting in disadvantaged pupils falling further behind age-related expectations, especially in maths.</p>
3	<p>Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, particularly maths and science.</p> <p>Recognising and meeting the needs of all children with Mental Health, Social and Emotional needs. Learners are showing further SEMH needs – self regulation has improved, and specific interventions and support has been given to children and their families.</p>
4	<p>Our attendance data indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.</p> <p>Disadvantaged pupils have been disproportionately 'persistently absent' compared to their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>Year End Attendance Whole: 84.2%</p>

	<p>Year End PP: 26.9%</p> <p>Year End PA: 46.1%</p> <p>Year End PP PA: 68.6%</p>
5	Over recent years, participation in extra-curricular activity and curriculum enrichment has significantly reduced. We are seeing a steady resurgence however more work is required. Research shows a disproportionate impact on disadvantaged pupils, who have been less likely to take part since returning from COVID19 protective measures. This has been significant for those who experienced their secondary transition during this period (current Year 10 and to some extent, Year 9)
6	Sustained culture of pride, resilience and belonging, maintaining standards - pupil aspiration and belief, the essential building blocks for the academic resilience required by a broad, balanced, and rich curriculum.

## 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
Reading attainment is in line compared to national and to non-pupil premium readers at EXS and Greater depth.	Where appropriate, additional reading opportunities are offered. Reading lessons incorporate close reading to support all learners and deepen comprehension and vocabulary opportunities. Reading lessons and other learning opportunities make references to key texts, vocabulary and book talk to support comprehension and other lessons.
Writing attainment is in line compared to national and to non-pupil premium readers at EXS and Greater depth.	The teaching of writing is furthered through reading opportunities. Teaching of writing and foundation subjects have stronger links to reading lessons and using talk for writing. Writing will be further enhanced through developing language comprehension and spoken language- reading as a writer and talking as a writer. Draw on book talk from reading lessons.
Maths attainment in KS2 is in line compared to national and to non-pupil premium readers at EXS and Greater depth.	Lessons offer opportunities to revisit and over learn key number skills. Fluid grouping and intervention groups.

End of KS1 Phonics is in line compared to national and non-pupil premium	Targeted interventions delivered by RWInc Lead to ensure accelerated progress. The RWInc assessment process enables fluid groupings and no ceiling to learn. Additional phonics interventions held each day.
Children have access to a wide and varied bank of language and vocabulary to enable themselves to articulate themselves and apply to their learning to maximise all learning opportunities. This will develop further language comprehension and enhance writing	All lessons (reading/writing/maths and foundation subjects) offer daily opportunities to teach/explore and understand vocabulary. These daily lessons will be planned for and taught explicitly.
Children were able to communicate clearly, self- regulate and be more resilient when faced with challenges.	Extracurricular activities, including sports, outdoor activities, arts, culture and trips Oral language and communication skills of all pupils is developed and reduces barriers to learning and wellbeing.
Attendance improves significantly for disadvantaged pupils, with a particular progress on persistent absenteeism.  Pupils achieve good and better progress and outcome targets with specific support for Pupil Premium and SEN pupils.	Attendance for disadvantaged pupils will be in line with the national and regional picture (or better). Homework clubs and 'Session 6' are well attended by PP pupils, as is breakfast club provision. Year group analysis and plans ensure bespoke and appropriate provision
Pupils achieve good and better progress and outcome targets with specific support for Pupil Premium and SEN pupils.	Action Plans include reference to, and provision for: <ul style="list-style-type: none"> <li>● Strategies to tackle disadvantage</li> <li>● Analysis of vulnerable groups an effective CPD programme, tailored to these cohorts</li> </ul>
All PP pupils are actively enabled in their access to extracurricular and curriculum enrichment activities, and barriers are addressed.	Cost barriers for trips and visits are reduced. Staff organising trips consider PP relevance and outcomes in their planning. Increased access to improved sport and health activities.
Every member of the school community takes pride and experiences a sense of belonging as part of the school community, without perceived exclusion	Uniform is consistently maintained pupil successes are celebrated Increased attendance at school events such as open evenings and parent meetings.

## 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: £73,951.66 (48%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All staff to have a heightened awareness of the needs of PP children and to have high expectations for them.</p> <p>Quality first teaching and focus on planning, organisation of learning, task design, feedback, marking and assessment within all learning</p>	<p>The EEF emphasizes that teachers are best qualified to support lower attaining children. However, we have selected some TAs for this role based on their skills sets, knowledge of the children and ability to build relationships. EEF guidance on the best use of TA support and scaffolding to enable the children to develop their metacognition, problem solving skills and opportunities to develop independence. All children can succeed.</p> <p>Almost all children can learn to read and write by the age of seven and achieve at least level 4 by the age of 11. Success depends on a no-excuses approach by school, an expectation that every child will succeed, and productive teaching and learning. The experience of the case study schools is that if you remove preconceptions about children’s ability, many will achieve more than might have been expected. This was evident in many of the case study schools and has been the subject of extensive research in one. “Freedom to lead”: a study of outstanding primary school leadership in England.</p> <p>The most popular strategies and those that schools considered the most effective, focused on teaching and learning, especially paired or small group additional teaching; improving feedback; and one-to-one tuition. These strategies are all supported by evidence of effectiveness in the Sutton Trust/Education Endowment Foundation (EEF) Teaching and Learning Toolkit. Dual Coding Theory. Allan Pavio discovered that our memory has two codes (or channels) that deal with visual and verbal stimuli. Whilst it stores them independently, they are linked (linking words to images).</p> <p>These linked memories make retrieval much easier. The word or image stimulates retrieval of the other. When teachers employ a dual coding mindset to their learning materials, the pupil’s cognitive load is reduced and their working memory capacity is increased, thus, learning is improved</p>	<p>1,2,4,6</p>
<p>Use of data system to monitor data, plan ahead from data and reduce in house variations</p>	<p>Schools that have improved their use of statistical information have coached staff in analysing and interpreting pupil data and have achieved improved consistency across departments in terms of raising understanding and giving feedback to pupils.</p>	<p>1,2</p>

	Staff collaboration in analysing data has been given a new impetus and confidence has increased, especially where efforts have been made to make it visual.	
Developing year leads and subject leads to enhance their areas	Middle leaders reflect on their departmental data and identify priorities for development. They draw on the experience and practice of successful departments and work together to develop approaches to tackling interdepartmental variations. They may establish a teaching and learning forum where teachers explore specific areas and establish a system of peer observation with the aim of identifying and replicating best practice across the school. These steps will have involved significant investment in lesson observations and whole school training sessions, with dissemination strategies planned.	1.2.3,6
Provide feedback that is timely, effective, and challenging	EEF Feedback studies tend to show very high effects on learning. However, it also has a very high range of effects, and some studies show that feedback can have negative effects and make things worse. It is therefore important to understand the potential benefits and the possible limitations of feedback as a teaching and learning approach. In general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', tend to have a positive impact. Feedback has effects across all age groups. Research in schools has focused particularly on its impact on English, mathematics and, to a lesser extent, science.	1,2
Questioning and further opportunities to discuss and debate in class	'Good learning starts with questions, not answers' Guy Claxton, prof in Education. Questioning enables teachers to check learners' understanding. It also benefits learners as it encourages engagement and focuses their thinking on key concepts and ideas. Higher order questioning also actively encourages the development of thinking and dialogue skills	2
Children to be independent in accessing resources to support their learning.	Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. The potential impact of these approaches is high; the evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.	2,3,6
Reading corners/area in the classroom to be further developed to enhance reading for pleasure opportunities	A growing number of studies show that promoting reading can have a major impact on children and adults and their future. Upon reviewing the research literature, Clark and Rumbold (2006) identify several main areas of the benefits to reading for pleasure: <ul style="list-style-type: none"> <li>• Reading attainment and writing ability.</li> <li>• Text comprehension and grammar.</li> <li>• Breadth of vocabulary</li> <li>• Positive reading attitudes.</li> <li>• Greater self-confidence as a reader.</li> <li>• Pleasure in reading in later life</li> <li>• General knowledge.</li> <li>• A better understanding of other cultures.</li> </ul>	1,2

	<ul style="list-style-type: none"> <li>• Community participation.</li> <li>• A greater insight into human nature and decision-making. Evidence suggests that reading for pleasure leads to increased attainment</li> </ul>	
Power Maths	Explicit instruction encompasses a wide array of teacher-led strategies, including direct instruction (DI). There is evidence that structured teacher-led approaches can raise mathematics attainment by a sizeable amount. Concrete manipulatives can be a powerful way of enabling learners to engage with mathematical ideas, if teachers ensure that learners understand the links between the manipulatives and the mathematical ideas they represent. EEF	2
Development and implementation of Talk Writing strategies; modelled/shared and guided writing and planning opportunities. Clearer links and teaching in writing skills to enhance writing through all subjects (foundation)	<p>In some situations, the key to easing cognitive load is to provide what are known as ‘worked examples. Rather than asking learners who are unfamiliar with a topic to acquire knowledge through solving problems themselves. It’s been suggested that the worked-example effect can be applied to writing as well: if teachers explicitly teach sentence structures and vocabulary, provide exemplars that illustrate these things, and lead discussions on the subject, pupils should be able to study the exemplars and reproduce those features in their own writing.</p> <p>Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics to develop reading skills. The use of techniques such as graphic organisers and drawing pupils’ attention to text features are likely to be particularly useful when reading expository or information texts. The EEF also has found that approaches, which promote talk and interaction between learners, tend to result in the best educational gains. The survey found that schools had used many strategies (18 per school, on average) to raise the attainment of disadvantaged pupils since 2011. The most popular strategies, and those that schools considered 1, 3, 5 and 7 8 to be the most effective, focused on teaching and learning, especially: paired or small group.</p>	1,2
All support staff to have access to an ongoing in-house model of CPD	<p>Several studies have found a relationship between measures of a teacher’s knowledge of the content they are teaching, and the gains made by their pupils.</p> <p>Research has shown that improving the nature and quality of TAs’ talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. EEF 2021</p>	2,3,4
Metacognition and self-regulation	Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months’ additional progress. All of These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.	2,3



	The potential impact of these approaches is high, but can be difficult to achieve in practice, as they require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils	
To ensure high quality teaching of RWI and to embed the Parkfield's way of reading program with a focus on text dependent questioning to enhance comprehension	<p>On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics to develop reading skills. The use of techniques such as graphic organisers and drawing pupils' attention to text features are likely to be particularly useful when reading expository or information texts. language acquisition must be a high priority in schools, with explicit strategies for extending vocabulary as well as a language rich environment.</p> <ul style="list-style-type: none"> <li>• careful selection of language to be taught (high frequency words found in many different contexts);</li> <li>• activities to extend pupils' expressive and receptive vocabulary should relate to current topics, with opportunities to practise using new vocabulary</li> <li>• language teaching should develop breadth (vocabulary size) and depth (understanding and use in context)</li> </ul> <p>Reading Reconsidered (Doug Lemov) to encourage high quality texts, increase stamina and questions that challenge children's thinking.</p> <p>'Good learning starts with questions, not answers' Guy Claxton, prof in Education. Questioning enables teachers to check learners' understanding. It also benefits learners as it encourages engagement and focuses their thinking on key concepts and ideas. Higher order questioning also actively encourages the development of thinking and dialogue skills. Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children.</p> <p>Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary, modelling and extending children's language and thinking during interactions and activities such as shared reading. Collaborative activities that provide opportunities to learn/hear language often also provide opportunities for wider learning through talk. Skills such as social awareness, relationship skills and problem solving are developed, as well as knowledge. EEF 2021</p>	1,2
Access to RWI portal and development days from agent from Ruth Miskin	Staff strong phonic knowledge, high quality of teaching and on-going formative assessment by RWI lead and Assistant Head teacher has proven strategy. Data analysis at the end of Year 1 & 2 show strategy to be effective. A number of studies have found a relationship between measures of a teacher's knowledge of the content they are teaching, and the gains made by their pupils.	1,2

<p>All staff to plan and make use of time to settle in, get to know their classes and build positive relationships.</p> <p>Enhanced opportunities for SCARF and to explore aspects of social, emotional, and mental health needs</p>	<p>Louise Bomber CPD on the importance of building relationships and following the PACE approach to help children follow steps to engage. Relationships that are worthwhile take time – there is a ‘drip, drip, drip effect’. Teachers who build great relationships with children do most of that work outside the classroom. <a href="https://pivotaleducation.com/the-importance-of-relationships-pp3/">https://pivotaleducation.com/the-importance-of-relationships-pp3/</a> Paul Dix EEF guidance on metacognition and self-regulation, through the development of these skills children can be more ready to learn and manage their emotions.</p>	<p>2,3,6</p>
<p>Staff to use the PACE approach and emotion coaching to develop their interactions with children in their classes.</p>	<p>Paul Dix, when the adult changes, everything changes. This research recognises the importance of seeing beyond behaviours and using positive approaches to enhance behaviour in the classroom.</p> <p>The development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early mathematics and problem solving. Strategies that seek to improve learning by increasing self-regulation have an average impact of five additional months’ progress. Several studies suggest that improving the self-regulation skills of children in the early years is likely to have a lasting positive impact on later learning at school, and have a positive impact on wider outcomes such as behaviour and persistence- EEF</p>	<p>2,3,6</p>
<p>Talk partners Questioning techniques such as Blooms taxonomy and think, pair, share</p>	<p>The EEF also has found that approaches, which promote talk and interaction between learners, tend to result in the best educational gains. ‘Good learning starts with questions, not answers’ Guy Claxton, prof in Education. Questioning enables teachers to check learners’ understanding. It also benefits learners as it encourages engagement and focuses their thinking on key concepts and ideas. Higher order questioning also actively encourages the development of thinking and dialogue skills. The survey found that schools had used many strategies (18 per school, on average) in order to raise the attainment of disadvantaged pupils since 2011. The most popular strategies, and those that schools considered to be the most effective, focused on teaching and learning, especially paired or small group.</p>	<p>2,6</p>
<p>Fluid groupings</p>	<p>The EEF recommends that collaborative learning with a range of abilities through structured approaches with well-designed tasks lead to the greatest learning gains.</p>	<p>2</p>
<p>SENDCo, Learning and Behaviour TA’s to observe practices/carryout assessments and support classroom practice to meet individual needs</p>	<p>Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments.</p>	<p>1,2,3,4,6</p>
<p>Learning/class environment to offer a wider range of opportunities for more - active learning -activities to build resilience - teamwork and communication</p>	<p>Active learning helps pupils to become 'lifelong learners' In an active learning approach, learning is not only about the content, but is also about the process. Active learning develops pupils’ autonomy and their ability to learn. Active learning gives pupils greater involvement and control over their learning- Cambridge Assessment. Resilience is the capacity to ‘bounce back’ from adversity. Protective factors increase</p>	<p>2,3,6</p>

	<p>resilience, whereas risk factors increase vulnerability. Resilient individuals, families and communities are more able to deal with difficulties and adversities than those with less resilience.</p> <p>Those who are resilient do well despite adversity. Evidence shows that resilience could contribute to healthy behaviours, higher qualifications and skills, better employment, better mental wellbeing, and a quicker or more successful recovery from illness. Those who face the most adversity are least likely to have the resources necessary to build resilience. This 'double burden' means that inequalities in resilience are likely to contribute to health inequalities – Public Health England 2014</p>	
<p>Key staff trained in literacy and numeracy strategies by specialists. This training is shared with all teachers in the English and maths departments, including those in the Progress Support Centre. Whole school literacy strategy, working across the curriculum. This is to include establishing a formal school library system.</p> <p>Additional support in lessons re literacy additional support for literacy (PP pupils who are also EAL) e.g. Flash Academy</p>	<p>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class (EEF) Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants. (EEF) Visible Learning Meta-X shows that 'Exposure to Reading' presents an effect size of (+0.43). Where technology may be offered as a cost-effective route to accessing reading, comparative research analysis (summarised through:</p> <p>'Technology in Reading') shows a positive but significantly lower effect size of +0.29. Therefore, we shall still pursue establishing a formal library. Parent feedback has also highlighted this as an area for development and welcomed investment, encouraging 'reading for pleasure', above and beyond the learning of technical reading strategies.</p>	1,2
<p>Use of visualisers in all classes, with a specific focus on improving feedback.</p>	<p>The EEF evidence supports 'feedback' as a very high impact for low cost (up to an additional 5 month progress in a year, in secondary). Within this Pupil Premium Strategy, the funding constitutes investment in technology to support classroom feedback.</p>	2,6

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

Budgeted cost: £20,995.49 (14%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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RWI intervention groups Targeted individual support – RWI lead and from agent from Ruth Miskin	Staff strong phonic knowledge, high quality of teaching and on-going formative assessment by RWI lead and Deputy Head teacher has proven strategy. Data analysis at the end of Year 1 & 2 show strategy to be effective.	1,2
TAs to focus on targeted groups as directed	<p>EEF evidence shows that small group tuition is effective and that studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work that is more closely matched to learners’ is effective in securing progress. Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments.</p> <p>The most popular strategies and those that schools considered the most effective, focused on teaching and learning, especially paired or small group additional teaching; improving feedback; and one-to-one tuition. These strategies are all supported by evidence of effectiveness in the Sutton Trust/Education Endowment Foundation (EEF) Teaching and Learning Toolkit2.</p> <p>The EEF emphasises that teachers are best qualified to support lower attaining children. Ensure tasks provide stretch and challenge. Visible Learning research learning by John Hattie on questioning/amount of teacher talk/effective feedback increases children’s understanding of concepts. The most popular strategies and those that schools considered the most effective, focused on teaching and learning, especially paired or small group additional teaching; improving feedback; and one-to-one tuition. These strategies are all supported by evidence of effectiveness in the Sutton Trust/Education Endowment Foundation (EEF) Teaching and Learning Toolkit2</p>	1,2
Pre-teaching of vocabulary	EEF evidence shows that small group tuition is effective and that studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work that is more closely matched to learners’ is effective in securing progress. Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments.	1,2
Interventions to offer a wider range of opportunities and enhance opportunities to build resilience/teamwork and communication	Schools have a statutory responsibility to promote the ‘wellbeing’ of pupils. Resilience, or related concepts, is mentioned in many key documents. For example, an England-wide educational initiative on ‘personal capabilities emphasise ‘tenacity, self-motivation, problem solving and self-image’; Ofsted has stated that “children’s wellbeing and happiness in school underpin their attainment and achievement”; and the 2013 report from the Chief Medical Officer called for action to build emotional resilience in children. Schools have an important opportunity to build resilience through action that focusses on individual pupils. Individual-level protective resources include personality traits, intelligence, communication skills, and sociability. Public Health England 2014.	2,3,4,5,6

<p>Additional target support with behaviour mentor- Lego therapy, check ins, social groups, ELSA</p>	<p>EEF Behaviour interventions seek to improve attainment by reducing challenging behaviour. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. The interventions themselves can be split into three broad categories: approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning; Universal programmes which seek to improve behaviour and generally take place in the classroom; and more specialised programmes, which are targeted at pupils with specific behavioural issues.</p>	<p>2,3</p>
<p>Fast track to attendance</p>	<p>DfE Nov 2016 Guidance for attendance states that “The government expects:</p> <ul style="list-style-type: none"> <li>• Schools and local authorities to:</li> <li>• Promote good attendance and reduce absence, including persistent absence.</li> <li>• Ensure every pupil has access to full-time education to which they are entitled; and act early to address patterns of absence.</li> <li>• Parents to perform their legal duty by ensuring their children of compulsory school age who are registered at school attend regularly.</li> <li>• All pupils to be punctual to their lessons”.</li> </ul>	<p>2,4</p>
<p>Clear Assess, Plan, do graduated response documents to support individual’s needs. Building a link between using the graduated approach documents to support the behaviour needs of more vulnerable pupils</p>	<p>Children with higher levels of emotional, behavioural, social, and school wellbeing, on average, have higher levels of academic achievement and are more engaged in school, both concurrently and in later years. Children with better emotional wellbeing make more progress in primary school and are more engaged in secondary school.</p>	<p>2</p>
<p>DHT/SENDCo and tutors to work collaboratively to provide help and advice for parents on a range of issues.</p> <p>Early Help &amp; Needs Identification for families who require the support of a multi-agency approach.</p>	<p>Statutory guidance in each nation of the UK highlights the importance of providing early intervention, rather than waiting until a child or family’s situation escalates (Department for Education (DfE), 2018; Department of Health, Social Services and Public Safety, 2017; Scottish Government, 2021; Wales Safeguarding Procedures Project Board, 2020).</p> <p>Providing timely support is vital. Addressing a child or family's needs early on can reduce risk factors and increase protective factors in a child's life (Early Intervention Foundation (EIF), 2021). Protective factors can reduce risk to a child's wellbeing. They include developing strong social and emotional skills having a strong social support network for the family – including support for good parental mental health income support, benefits and advice good community services and facilities (EIF, 2021; Cleaver, Unell and Aldgate, 2011).</p> <p>It is more effective to provide early help when problems first arise than to intervene later (DfE, 2018; EIF, 2021). Early intervention can also prevent further problems from developing – for example, as part of a support plan for a child and their family when a child returns home from care (DfE, 2018).</p>	<p>2,3,4</p>

<p>All staff aware of the importance of attachment needs, ensuring that they use strategies in class to support children. Individualised programmes/personalised learning and timetables to support children academically and emotionally</p>	<p>Louise Bomber advocates that it is important to remember that behaviour is a means of communication. Consequently, it is essential for staff to try to understand what the child is attempting to tell us through their behaviour, rather than making judgements about it. Attachment styles a child forms in infancy have wide implications in all areas of their life and describes children’s pattern of relating to the important people in their lives.</p> <p>To ensure readiness for learning, we must meet these needs. Cortiella, Candace and Horowitz, Sheldon H. The State of Learning Disabilities: Facts, Trends and Emerging Issues. New York: National Centre for Learning Disabilities, 2014 state that “learning disabilities are both real and permanent” therefore early acknowledgement and intervention (through quality first teaching and specific) and on-going assessment ensure that children do not “suffer from low self-esteem, set low expectations for themselves, struggle with underachievement and underemployment, have few friends and, with greater frequency than their non-LD peers, appear to end up in trouble with the law”.</p>	<p>2,3</p>
<p>All Lunchtime Supervisors to use positive play and positive behaviour management</p>	<p>Louise Bomber advocates that it is important to remember that behaviour is a means of communication. Consequently, it is essential for staff to try and understand what the child is attempting to tell us through their behaviour, rather than making judgements about it. Attachment styles a child forms in infancy has wide implications in all areas of their life and describes children’s pattern of relating to the important people in their lives.</p> <p>To ensure readiness for learning, we must meet these needs. Cortiella, Candace and Horowitz, Sheldon H. The State of Learning Disabilities: Facts, Trends and Emerging Issues. New York: National Centre for Learning Disabilities, 2014 state that “learning disabilities are both real and permanent” therefore early acknowledgement and intervention (through quality first teaching and specific) and on-going assessment ensure that children do not “suffer from low self-esteem, set low expectations for themselves, struggle with underachievement and underemployment, have few friends and, with greater frequency than their non-LD peers, appear to end up in trouble with the law”.</p>	<p>2,3</p>
<p>Extracurricular activities to offer a wider range of opportunities and enhance opportunities to build resilience/teamwork and communication</p>	<p>Schools have a statutory responsibility to promote the ‘wellbeing’ of pupils. Resilience, or related concepts, is mentioned in many key documents. For example, an England-wide educational initiative on ‘personal capabilities emphasise ‘tenacity, self-motivation, problem solving and self-image’;</p> <p>Ofsted has stated that “children’s wellbeing and happiness in school underpin their attainment and achievement”; and the 2013 report from the Chief Medical Officer called for action to build emotional resilience in children. Schools have an important opportunity to build resilience through action that focusses on individual pupils. Individual-level protective resources include personality traits, intelligence, communication skills, and sociability. Public Health England 2014</p>	<p>2,5</p>

<p>Maintain the use, and improve the effectiveness, of the progress support centres within school in Key Stage 3 and Key Stage 4.</p>	<p>The Education Endowment Foundation (EEF) states that, “the average impact of small group tuition is four additional months’ progress, on average, over the course of a year” and that, “small group tuition is most likely to be effective if it is targeted at pupils’ specific needs. Diagnostic assessment can be used to assess the best way to target support”.</p> <p>In addition, it goes without saying that providing training to the staff that deliver small group support is required to increase the likelihood of a significant positive impact. The PSC is a short to medium term intervention to address where there are significant and sustained gaps in foundational learning. Intensive work then allows reintegration to mainstream lessons, where high quality teaching and universal provision works to close the gap.</p>	<p>2</p>
<p>Academic re-engagement small group alongside Reset Room as part of restorative behaviour practices.</p>	<p>Our internal data shows a disproportionate weighting towards Pupil Premium for those pupils attending internal seclusion. Compounding this, where the PP gap is evident, those pupils who have prior low attainment, which can often drive poor behaviour choices, become further disadvantaged. Without the academic intervention and investment in addressing gaps, we have seen their distance from the curriculum increase, and the emergence of detachment behaviours that result in a perpetual loop of punitive behaviour consequences (however necessary to reduce disruption to learning of others) - the gap widens further and with that goes aspiration and academic resilience.</p>	<p>1,2,3,4,5</p>
<p>Academic tutoring and homework clubs. Digital support assigned on a case-by-case basis, reducing barriers to access for tutoring/homework/remote learning.</p>	<p>Visible Learning Meta-X reports homework as ‘likely to have a positive impact’ (+0.28). This is weighted towards Secondary-age pupils, where the impact is closer to 0.4. We know, through insights gained during periods of school closure due to COVID-19 social distancing measures, that the home environment varies greatly across children, particularly those from disadvantaged backgrounds. The effect size of homes where the support and a conducive environment is available is significant - +0.52 - meaning that, without intervention, the gap between disadvantaged and non-disadvantaged pupils is likely to widen. Therefore, the allocation of funding towards this provision, with monitoring in place to review attendance and impact on disadvantaged pupils will be important.</p> <p>It is our aim that providing the space for extended consolidation work, supported by appropriately trained staff, will ensure that those young people who have barriers experienced by their home environment’s appropriateness for study will receive support to address that disparity from their non-disadvantaged peers. Tutoring Groups will continue to be delivered to address compounded gaps created by interruptions to face-to-face provision, and the persistent absenteeism legacy. Particularly focussing on GCSE classes where pupils have had low prior engagement in remote learning and/or hindered progress or have poor prior attendance.</p>	<p>1,2,5,6</p>
<p>Employing external agency professional support through the MASH referral system.</p>	<p>Parkfield School’s Pastoral Team and SEND team have been working in collaboration with the safeguarding and Raising Standards Leads, along with the Local Authority, to further improve an internal ‘Team Around the School’ strategy. Pupils are discussed and agreed direction of travel is minutes for ongoing review. Internal tracking, and current referrals for support, shows an area for further opportunity in developing CPD</p>	<p>2,3,4,5</p>

	for staff within our graduated approach to inclusion. Furthermore, opportunity to employ outside agency and professional support for pupils where the needs are beyond our universal and targeted offer.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £59,537.85 (38%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour & Attitudes Intervention	The EEF states the highest impact from interventions that focus on self-management and role-play, improving cognitive and social skills. Parkfield will engage with external professionals and engage support staff in evidence informed CPD to develop a programme of Pastoral Interventions as part of our Early Help offer.	2,3,4,5
Parental involvement through pupil Support Work to address attendance concerns earlier - Broken weeks and/or continued absence.	We have a persistent concern with absenteeism and lost learning, specifically targeting those < 90%. Through COVID19 interruptions and subsequent, habitual absenteeism, our pupils' access to the curriculum through regular school attendance is, in a significant number of cases, inconsistent and unstained. Our internal data shows that poor mental health is a major issue, as well as physical health concerns and challenging behaviour. Furthermore, capacity within the protective team is fully absorbed by cases at a high level, including full use of the local authority Education Welfare Service. The school has invested in additional EWOL support. Much work is needed in engaging our families at, or just below, the 'persistently absent' threshold. Family circumstances are diverse and complex, and require considerable investigation, understanding and support. This role function will ensure the school can offer proactive rather than solely reactive and punitive intervention, affecting sustained change.	2,3,4,5
Uniform subsidy for PP pupils where risk is identified, including all Y7s at enrolment.	2021 guidance on the implementation of school uniform across schools in England was published to ensure that policies do not impose additional financial strain on children from disadvantaged backgrounds. Furthermore, Parkfield School has used this lever as a positive strategy for engaging pupil voice, creating a revived sense of belonging and pride.  School budget expenditure over the past year has confirmed the ongoing need of families for support in order that all our pupils have equitable access to this compulsory aspect of school life. Optional extras introduced by pupil voice, who have reported that positive uniform consistency has been noted through SIP.	2,6
Trips and visits/direct curriculum costs/extra-curricular clubs subsidy to be	Through the prior implementation of Youth Endowment Fund project work, we have further identified a much wider group for whom access to aspirational extra-curricular activity, as well as curriculum	2,5



<p>applied for on a case-by-case basis by academic leads.</p>	<p>enhancement activities designed to increase cultural capital, is of necessary focus. The maintains equity to these experiences that may incur costs, bringing barriers to access down for all (increasing opportunities available) and targeting support to some (those who may otherwise miss out). In addition to trips and visits, we know that the imposed costs of curriculum areas where additional resources are required, this can cause a disparity in access. We therefore intend to direct PP funding towards reducing the financial impact on families. This will strive to ensure that finances are mitigated as a barrier to pupils from disadvantaged backgrounds taking up these creative courses and thus narrowing the breadth of their curriculum experience, particularly at KS4. The same principle can be extrapolated for access to peripatetic music tuition. In addition, there will be a reserve subsidy to contribute to the upkeep and upgrade of sports equipment to ensure on-site provision for extracurricular activity is maintained. Furthermore, an improvement in our offer for sport provision may require specialist equipment. Promoting access to these resources is key to enhancing the overall curriculum experience, as well as health and wellbeing, of our pupils from disadvantaged backgrounds.</p>	
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**Total budgeted cost: £154,486**