

Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Parklands Infant and Nursery School
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	30% including EYPP
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	October 2024
Date on which it will be reviewed	July 2027
Statement authorised by	Karen Callaghan
Pupil premium lead	Abby Etchells
Governor / Trustee lead	Sophie Evitts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,268 (£62,900)
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
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	£50,268

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by all groups of vulnerable pupils. 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 approach will be responsive to common challenges and individual needs, rooted in strong understanding of children's individual circumstances and challenges, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

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

Challenges

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

Challenge number	Detail of challenge
1	<p>Pupil Progress and Attainment</p> <p>The attainment and progress of PP/disadvantaged pupils (including high ability) is not as good as non PP pupils.</p> <p>Disadvantaged children who enter school with skills below age related expectations are failing to catch up and do not reach age related expectations at the end of Year R or the end of Key Stage 1.</p>
2	<p>Communication and Language</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among some disadvantaged pupils. These are evident from Reception through to Year 2. Some children have a narrow vocabulary or speech and language needs which impact on their learning.</p>
3	<p>Attendance</p> <p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 3.5-4.5% lower than for non-dis-advantaged pupils.</p> <p>In the academic year 2023-24, 1.6% of disadvantaged pupils were severely absent, 23.8% were persistently absent and 31.7% were at risk of persistent absence.</p>
4	<p>Social and emotional needs</p> <p>The emotional well-being and behaviour of a proportion of disadvantaged pupils is impacting upon their capacity to access the curriculum to their fullest potential and subsequently achieve.</p>
5	<p>Lived experience of children</p> <p>Pupils have limited experiences beyond their home life and immediate community which impacts on their ability to access all learning.</p> <p>Lack of routine varies from sleep, nutritional food, being exposed to inappropriate age material, online safety, managing behaviour, split living arrangements and lifestyle/education of parents. The external social, emotional and behaviour needs within the family, impacts on the learning and outcomes of the child when in school.</p> <p>Support and engagement is an issue in some families of disadvantaged pupils.</p>

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
Disadvantaged children make progress in line with non-disadvantaged children in order to support their attainment of ARE in reading, writing and maths at the end of FS/KS1.	80% of disadvantaged children will progress in line with non-disadvantaged children at the end of each year and attain at least in line with national outcomes for non-disadvantaged children.
Needs will be identified early and acted upon in the most appropriate way	Needs arising from barriers to learning will be acted upon quickly and effectively to offer maximum impact.
Improved oral language skills and vocabulary among disadvantaged pupils through early intervention and high quality teaching.	The communication and language skills of disadvantaged pupils will be at the same level as non-disadvantaged pupils. Communication and language teaching, including interventions, will be high quality and have a high impact.
To achieve and sustain high attendance for all pupils, particularly our disadvantaged pupils.	The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by at least 1%. Average attendance for all children, including those who are disadvantaged, is at least 95%.
To achieve and sustain improved wellbeing for all pupils and good emotional resilience in our school, particularly for our disadvantaged pupils. This will include working alongside parents/carers and wider families.	EHP, Pastoral Lead and Head teacher identify and support families and children and work to alleviate barriers to learning. Identified children are invited to Rainbow group (Nurture), Positive Play, Behaviour Box and ELSA sessions with support staff. Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers will be alleviated where possible.
School have provided children with opportunities beyond their own experience which allows pupils to fully access all areas of the curriculum.	Our broad and balanced curriculum will provide pupils with exciting and varied learning. Pupil questionnaires will show that children enjoy school and are enthused to learn more. Teachers and support staff will plan a wide range of visits/WOW events/experiences to inspire/enhance learning and make it memorable. Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.

Activity in this academic year (2024-25)

This details how we intend to spend our pupil premium (**this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deputy Head/SENCO and Pastoral Lead to support disadvantaged pupils.	Appropriate staff will have timetabled sessions to support the learning and also social and emotional needs of disadvantaged pupils. Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	1 and 4
Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school. Impact of each CPD event to be recorded and monitored.	Phonics has a strong evidence base that indicates a positive impact on the accuracy of word reading https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Provision of QFT, mastery curriculum and effective challenge for children identified as needing to catch-up – see The pupil premium: how schools are spending the funding successfully - GOV.UK (www.gov.uk) Phonics EEF (educationendowmentfoundation.org.uk)	
Allocation of funds for reading, writing and maths initiatives, subscriptions and high quality texts for EYFS and KS1.	QFT offers the highest quality support to children. Studies show that feedback is a key factor in learning success. Feedback EEF (educationendowmentfoundation.org.uk)	

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted, structured interventions to children across whole school using catch up funding and Pupil premium funding. Interventions to be monitored and evaluated by Deputy Head and Pastoral Lead. These will include RWI 1:1, Toe by Toe, Plus One, Write Dance, Dough Disco, ECAT + associated resources	<p>Provision of interventions and challenge teaching for children identified as needing to catch up – see The pupil premium: how schools are spending the funding successfully - GOV.UK (www.gov.uk)</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1, 2 and 4

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club	<p>Stat guidance template (publishing.service.gov.uk)</p> <p>Past experience within our own setting shows that when a Breakfast Club is offered to Pupil Premium pupils, attendance can be impacted positively.</p>	3 and 4
Nurture, ELSA, Positive Play, Lego Therapy, Behaviour Box, NELI, Drawing and Talking Therapy + associated resources	<p>Nurture Group Network research identifies a range of studies showing the benefits of nurture provision, including gains in emotional and social functioning alongside academic performance 'Up to 4 months added progress for social and emotional learning programmes' (Social & Emotional learning - Teaching & Learning Toolkit)</p> <p>The nurture team - Derbyshire County Council About ELSA – ELSA Network</p>	2 and 4

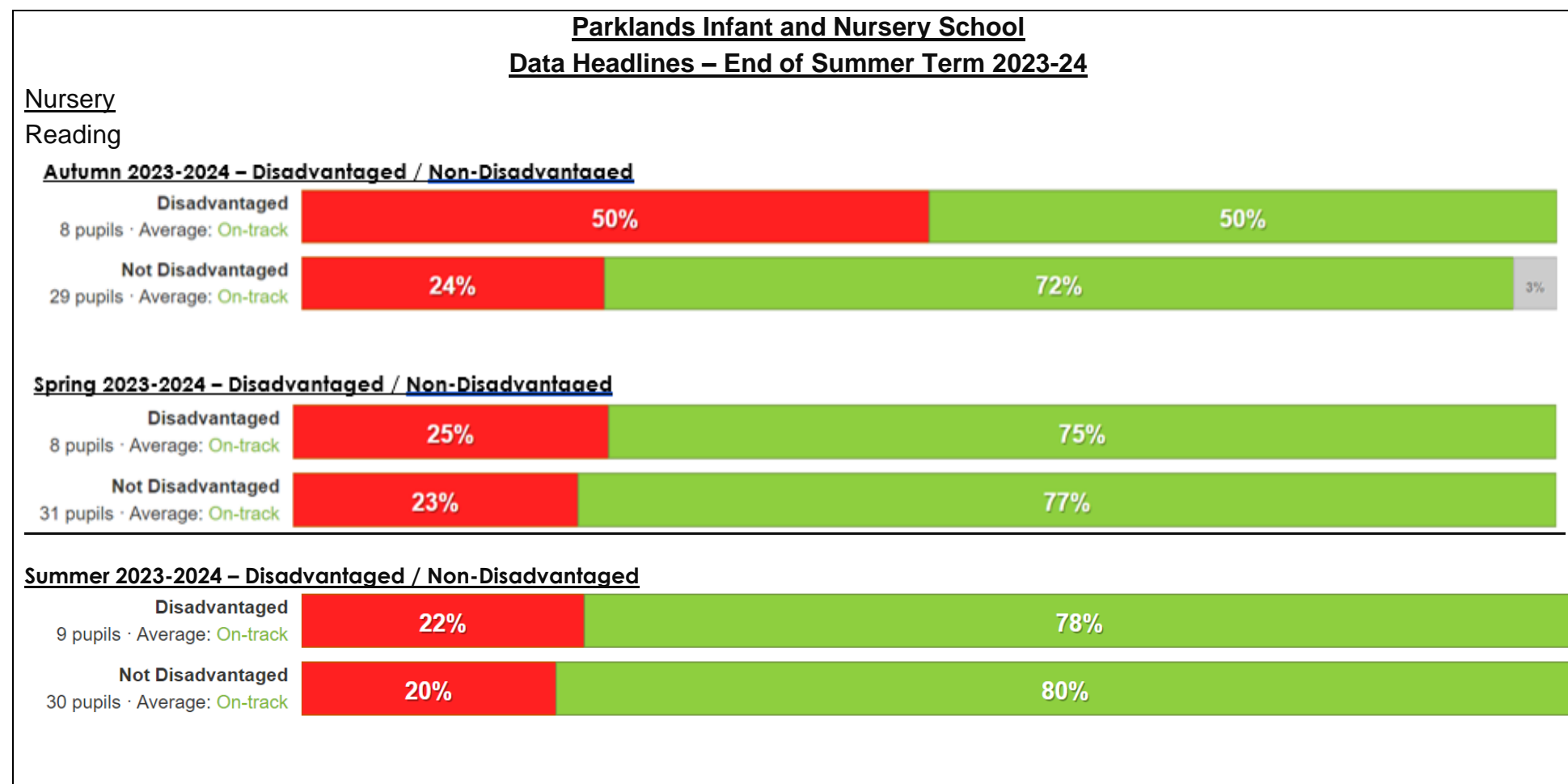
	<p>Up to 4 months added progress for social and emotional learning programmes' (Social & Emotional learning - Teaching & Learning Toolkit)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>Positive Play support programme - Derbyshire County Council</p> <p>What is Lego Therapy? and How can it Help? SALT & Light (speechtherapycompany.co.uk)</p> <p>What is Lego Therapy? and How can it Help? SALT & Light (speechtherapycompany.co.uk)</p>	
<p>Wider experiences</p> <ul style="list-style-type: none"> - All children in school to be given opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences. - All children eligible for PP funding to be offered a half term of extra curricular activity. 	<p>Provision of a range of initiatives to extend children's experiences including The Outdoors Project sessions in school. Funded extra curricular enrichment activities to include The Outdoors Project, Soccer Stars, Martial Arts, Trampolining and Axe Throwing.</p> <p>See - The pupil premium: how schools are spending the funding successfully - GOV.UK (www.gov.uk)</p> <p>https://www.theoutdoorsproject.co.uk/nottingham-west/</p>	
<p>Class teachers to use new communication system (possibly Class Dojo) to engage and inform parents about their child's education and promote support of learning in the home.</p>	<p>The EEF identifies parental involvement as having up to 4 months added progress for children</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	5

Total budgeted cost: £50,000

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 2023 to 2024 academic year.



Writing

Autumn 2023-2024 – Disadvantaged / Non-Disadvantaged



Spring 2023-2024 – Disadvantaged / Non-Disadvantaged



Summer 2023-2024 – Disadvantaged / Non-Disadvantaged



Maths

Autumn 2023-2024 – Disadvantaged / Non-Disadvantaged



Spring 2023-2024 – Disadvantaged / Non-Disadvantaged



Summer 2023-2024 – Disadvantaged / Non-Disadvantaged



Reception

Reading

Autumn 2023-2024 – Disadvantaged / Non-Disadvantaged



Spring 2023-2024 – Disadvantaged / Non-Disadvantaged



Summer 2023-2024 – Disadvantaged / Non-Disadvantaged



Writing

Autumn 2023-2024 – Disadvantaged / Non-Disadvantaged



Spring 2023-2024 – Disadvantaged / Non-Disadvantaged



Summer 2023-2024 – Disadvantaged / Non-Disadvantaged



Maths

Autumn 2023-2024 – Disadvantaged / Non-Disadvantaged



Spring 2023-2024 – Disadvantaged / Non-Disadvantaged



Summer 2023-2024 – Disadvantaged / Non-Disadvantaged



Year 1

Reading

Autumn 2023-2024 – Disadvantaged / Non-Disadvantaged



Spring 2023-2024 – Disadvantaged / Non-Disadvantaged



Summer 2023-2024 – Disadvantaged / Non-Disadvantaged



Writing

Autumn 2023-2024 – Disadvantaged / Non-Disadvantaged



Spring 2023-2024 – Disadvantaged / Non-Disadvantaged



Summer 2023-2024 – Disadvantaged / Non-Disadvantaged



Maths

Autumn 2023-2024 – Disadvantaged / Non-Disadvantaged



Spring 2023-2024 – Disadvantaged / Non-Disadvantaged



Summer 2023-2024 – Disadvantaged / Non-Disadvantaged



Year 2

Reading

Autumn 2023-2024 – Disadvantaged / Non-Disadvantaged



Spring 2023-2024 – Disadvantaged / Non-Disadvantaged



Summer 2023-2024 – Disadvantaged / Non-Disadvantaged



Writing

Autumn 2023-2024 – Disadvantaged / Non-Disadvantaged



Spring 2023-2024 – Disadvantaged / Non-Disadvantaged



Summer 2023-2024 – Disadvantaged / Non-Disadvantaged



Maths

Autumn 2023-2024 – Disadvantaged / Non-Disadvantaged



Spring 2023-2024 – Disadvantaged / Non-Disadvantaged



Summer 2023-2024 – Disadvantaged / Non-Disadvantaged



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
n/a	

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Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	