



Pupil Premium		
	Parkland Infant School	Parkland Junior School
Total number of pupils on roll	178	233
Total number of pupils eligible for Pupil Premium Grant	23	63
Pupil Premium Allocation	£40 920	£93 720

Nature of Support		
	Parkland Infant School	Parkland Junior School
Focus on learning and the curriculum	83%	69%
Focus on well-being	5%	18%
Focus on enrichment and engagement	12%	13%

Our School
<p>The Parkland Federation comprises Parkland Infant School and Parkland Junior School; the schools share the same large site in Hampden Park, Eastbourne. The Federation has recently (September 2017) joined the Swale Multi-Academy Trust and is now part of a small 'hub' of schools in Eastbourne who are working collaboratively together to improve the outcomes for all of our children.</p> <p>Parkland Federation is a two-form entry school, normally admitting 30 per class. We are fortunate to have Jumping Beans Nursery sharing our site and the Infant School, in particular the Early Years Team work closely with the nursery staff to ensure a smooth transition for those children who move from Jumping Beans to Parkland Infants. The vast majority of children in the Infants move to the Junior School but we do also have children joining from neighbouring schools in year 3.</p> <ul style="list-style-type: none">• The percentage of pupils eligible for the Pupil Premium Grant is 13 % in the Infant School and 27 % in the Junior School. The national average is 27%• The percentage of pupil with Special Educational Needs is 11% in the Infant School and 18 % in the Juniors compared with 14.4% nationally and 12% within East Sussex.• The percentage of pupils with a statement of Education Health Care Plan is 1.7% in the Infants and 2.6 % in the Juniors compared to 2.8% nationally and 1.6% in East Sussex. <p>We are a truly inclusive learning establishment, everyone in our schools works together to ensure that every child is recognised and treated as an individual. We want to foster a love of learning that the children will take with them as they go through life. We all learn by experience and have different learning styles. Our teachers know this and provide a wealth of learning activities and teaching strategies to accommodate these.</p> <p>We have a rigorous system of monitoring and assessment to ensure our standards remain high, there is consistency and any issues are identified early and appropriate strategies can be implemented.</p>
Our Principles
Aims



The Parkland Federation promotes aspirations, curiosity and creativity. A love of learning And high achievement by all is encouraged by helping children to:

- Develop enquiring minds, critical thinking skills, a thirst for knowledge and a love of learning.
- Have high self-esteem and respect and care for themselves, others and the world in which they live.
- Achieve high standards in all areas off the curriculum, making outstanding progress no matter what their starting point.
- Develop information technology skills needed for the future.
- Be motivated, self-disciplined and confident.
- Be able to work independently, co-operatively and collaboratively in a variety of situations.
- Be adaptable and flexible in an ever changing world.
- Be able to fulfil themselves socially, physically, academically, emotionally, culturally and morally to the best of their abilities.

Mission

We provide and ensure:

- A happy, friendly, caring environment, which is safe and secure and allows children the right to be wrong.
- A rich, stimulating, structured learning environment.
- Access to a broad, balanced, challenging curriculum appropriate to the needs of each child and which provides a wealth of learning experiences both in and out of school, securing a firm foundation of knowledge and skills on which to build fort the future.
- A committed, motivated, dedicated and highly skilled staff which secures high quality teaching which will both challenge and support the pupils learning.
- Quality teaching and learning resources which are appropriately varied and up to date.
- That everyone involved with school – staff, governors, parents and children work as a team for the good of all involved.

We are committed to these Aims and Mission and will constantly strive for improvement.

Main Barriers to Learning

Across the Federation there are similar themes and trends that have been identified; however there are also some differences between the Infant and Junior School.

The barriers have been identified through data analysis, gaps analysis carried out by teaching staff, needs questionnaires and historical outcomes.

Infant School	Junior School
<ul style="list-style-type: none"> • Only 60% of Pupil Premium children achieved GLD (Good Level of Development) in reception (2016-17) compared to 91% of non-pupil premium children and 80% of all children. • Parental engagement and attendance of disadvantaged groups • Dual vulnerability of SEN and Pupil Premium • Low levels of speech and language 	<ul style="list-style-type: none"> • There are significant gaps between pupil premium children and non-pupil premium children across all year groups in particular in reading and writing but also in maths • Parental engagement and attendance of disadvantaged groups • Dual vulnerability of SEN and Pupil Premium • Significant emotional and behavioural needs of our disadvantaged groups



<ul style="list-style-type: none"> • Significant emotional and behavioural needs of our disadvantaged groups 	
Objectives in Spending our PPG	
<p>As a Federation many of our objectives are the same across both school and we share staffing and expertise across the Infants and Juniors to ensure consistency and improved outcomes for all pupils.</p> <ul style="list-style-type: none"> • Attendance remains an issue particularly with disadvantaged pupils we are therefore prioritising this and have appointed a dedicated Attendance Officer to work across the Federation and support families who are struggling to maintain a high level of attendance • Improving parental engagement remains a priority across the Federation and we have developed the role of our Family Support Worker who will focus on a caseload of vulnerable families to support and engage thus improving outcomes • Supporting the emotional wellbeing and mental health of our vulnerable pupils remains a priority. We are therefore making funds available to maintain the services of a play therapist and a 1:1 counsellor. • THRIVE has proven to be successful in supporting children with attachment issues and emotional needs. We will therefore be using some of our funding to provide training for individual staff and while school training as well as providing a fully trained THRIVE practitioner. • A high percentage of our disadvantaged pupils also have SEN and therefore ensuring that support remains in place for them and staff are appropriately trained is a continuing priority. 	
Infant School	Junior School
<ul style="list-style-type: none"> • A high proportion of our disadvantaged pupils also have significant speech and language issues we are therefore funding a teaching assistant dedicated to delivering high quality speech and language interventions. We will also be funding training to develop her skills further • We will be buying into the Speech and Language Therapy Service to help support and deliver interventions 	<ul style="list-style-type: none"> • Supporting the behaviour and emotional well-being of our pupils remains a priority and we will continue to fund Behaviour and Learning Mentors in the Junior School to work with and improve the outcomes for some of our most challenging pupils.



Parkland Infant School

Learning and the Curriculum

Staffing

Rationale:

‘The most successful schools are thorough in their monitoring of every pupil and thorough in their knowledge of every child.’ – (A practical Guide to the Pupil Premium).

‘Quality of teaching and learning counts most. Schools that create the best outcomes for pupils, recruit, train and retain great teachers and support staff.’ (A Guide to the Pupil Premium)

‘Quality of teaching is an important driver of pupil attainment and a range of other outcomes. Professional development and staff deployment are important tools for improving the quality of teaching that pupils receive.’(Education Endowment Foundation)

At The Parkland Federation we believe that staff are our most valuable resource and that having dedicated staff responsible for specific areas related to vulnerable and disadvantaged groups means support can be quickly identified and targeted appropriately.

In addition to this the Education Endowment Foundation showed that research regarding the use of Teaching Assistants shows that those children taught in one-to-one or small groups using targeted interventions make approximately three to four months additional progress.

Year Group	Item/Project	Cost	Objective	Outcome Measure
All years	Pupil Premium Lead	£3755.10	<ul style="list-style-type: none"> Leading the implementation of the pupil premium strategy for diminishing the difference Monitoring and reporting on progress made Raising staff awareness of the Pupil Premium Strategy Working with the Assessment lead to monitor impact and data Ensuring quality first teaching and sharing best practice 	Analysis of data shows gap in has decreased between pupil premium children and non pupil premium children
All Years	SENCO	£3755.10	<ul style="list-style-type: none"> Managing and co-ordinating provision for pupils with special educational needs Monitoring and reporting on progress made 	Analysis of data shows gap in has decreased between pupil premium/SEN children and non pupil premium



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			<ul style="list-style-type: none"> • Ensuring quality first teaching and sharing best practice • Working with the Assessment lead to monitor impact and data • Work with other professional agencies to ensure appropriate support for pupils • Work with parents to ensure the best support and progress for their children 	children
All Years	Teaching Assistants	£8000	<ul style="list-style-type: none"> • Working with the class teacher to deliver quality first teaching • Deliver high quality targeted interventions • Work with individual and small groups of children to provide support for learning 	<p>Analysis of data shows gap has decreased between pupil premium children and non pupil premium children</p> <p>Learning walks and observations show that interventions are effective and of high quality</p>
All years	Additional Needs Assistants	£1800	<ul style="list-style-type: none"> • Provide additional support for individual (pupil premium) children who have special educational needs • Help deliver the targeted support and interventions outlined in additional needs plans and EHC plans 	<p>Analysis of data shows gap has decreased between pupil premium children and non pupil premium children</p> <p>Learning walks and observations show that interventions are effective and of high quality</p> <p>Annual reviews show progress in individual children</p>
All Years	Speech and Language Teaching Assistant	£7688.50	<ul style="list-style-type: none"> • Carry out Language Link and Speechlink assessments 	Pupils move from the 'red' or 'blue' band (below) on



			<ul style="list-style-type: none"> • Deliver speech and language interventions to identified children • Share strategies and support with class teachers 	<p>language link retest into the 'black' band (expected)</p> <p>Speechlink retests shows improvements</p>
All Years	<p>Specialist Speech and Language support</p> <ul style="list-style-type: none"> • Access the specialist support from a trained speech and language therapy assistant 	£1881	<ul style="list-style-type: none"> • Work with small groups of identified children to deliver targeted speech and language support • Provide support, advice and training to the school Teaching Assistant • Liaise with class teachers and the SENCo to ensure quality first teaching 	<p>Pupils move from the 'red' or 'blue' band (below) on language link retest into the 'black' band (expected)</p> <p>Speechlink retests shows improvements</p>
All Years	Speech and Language training	£945	<ul style="list-style-type: none"> • Level 4 training delivered by CLASS • Teaching Assistant is better qualified to support identified children 	Training completed and successful
<p>Resources</p> <p>Rationale:</p> <p>The EEF Toolkit shows that on average the effective use of ICT and digital technology can make approximately four months additional progress</p> <p>We know from the EEF Toolkit that children who take part in early interventions and phonics teaching make on average 4-5 months additional progress</p>				
All Years	Lexia ICT licence	£2000	<ul style="list-style-type: none"> • Reading programme that can be accessed by children at home as well as school • Individualised programmes and activities to develop reading skills 	<p>Analysis of data shows gap in reading has decreased between pupil premium children and non pupil premium children</p> <p>Children are accessing programme at home</p>
All Years	Read, Write inc	£2500	<ul style="list-style-type: none"> • Structured and systematic programme to support the teaching of literacy 	Analysis of data shows gap in reading, writing and phonics has



				decreased between pupil premium children and non pupil premium children
All years	Entrepreneurial staff initiatives	£1500	<ul style="list-style-type: none"> Provide a budget that staff can apply for funds to run their own projects or initiatives that will impact children's learning experiences and help them make rapid gains in progress 	Relevant data shows a positive impact on diminishing the difference and rapid progress

Wellbeing

Rationale:

As a Federation we recognise our role in supporting the whole child and helping them to develop the skills and resilience they need to become a healthy positive adult.

School should be a safe and affirming place for children where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems. (Department for Education 2014)

The EEF toolkit shows that children who take part in behaviour interventions or have explicit teaching around social and emotional learning make between 3 and 4 months additional progress.

Year Group	Item/Project	Cost	Objective	Outcome Measure
All years	Thrive: Yearly license Training practitioner	£1275	<ul style="list-style-type: none"> To remove barriers to learning and help those identified children access the full curriculum and make at least expected progress 	Increase in emotional well-being that will be reflected in academic outcomes, attendance and behaviour
All years	Play Therapy	£750	<ul style="list-style-type: none"> Play therapy once a week for identified children to help identify and remove barriers to learn Build emotional resilience and improve well being Address behaviour concerns 	Increase in emotional well-being that will be reflected in academic outcomes, attendance and behaviour
All years	Dog Therapy	£0	<ul style="list-style-type: none"> Provide pet therapy once a week for 	Increase in emotional well-



			vulnerable pupils to improve well being	being that will be reflected in academic outcomes, attendance and behaviour
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Enrichment and Engagement

Parental Engagement and Attendance

Rationale:

‘Parental engagement has a large and positive effect on children’s learning. It is therefore a priority to identify interventions that are effective in supporting parental involvement, particularly those parents who are either not significantly involved in their children’s education, or who are not involved at all.’ (Gov.uk)

The Education Endowment Foundation toolkit shows that parental engagement has a positive impact on accelerating pupil progress.

Good attendance (defined as above 95%) is shown to have a significant impact upon progress and attainment for all children. In fact 90% of pupils who have attendance below 85% fail to get 5 GCSES.

Year Group	Item/Project	Cost	Objective	Outcome Measure
All years	Attendance officer	£2051.96	<ul style="list-style-type: none"> • Monitor the attendance of all pupils and identify patterns and trends • Support families where attendance drops below 95% to improve attendance • Work with ESBAS to support and manage pupils and families where attendance is an ongoing issue 	Improved attendance and reduction in persistent absences
All years	ESBAS Attendance support	£325	<ul style="list-style-type: none"> • Support the attendance officer to work with families where attendance is an issue • Support the school to ensure attendance is consistently good 	Improved attendance and reduction in persistent absences
All years	Parent Support worker	£1025.98	<ul style="list-style-type: none"> • Meet with parents to support with issues that are impacting upon their child’s access to education • Signpost parents to 	Improved attendance and reduction in persistent absences



			<p>appropriate services and support</p> <ul style="list-style-type: none"> • Liaise with other agencies to ensure families are fully engaging with services and there is a linked up package of support. • Provide key work support to identified families to remove barriers to learning for their children 	<p>Children of targeted families make increased progress</p> <p>Improved attendance of parents and families at school events such as parent consultations and productions</p>
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Enrichment activities and the wider school community

Rationale:

Outdoor learning, sports, arts and ‘wrap-around’ care in the form of before and after school clubs consistently show positive benefits on academic learning and wider outcomes such as self-confidence and resilience. On average children who take part in these activities make an additional three months progress (EEF Toolkit)

Year Group	Item/Project	Cost	Objective	Outcome Measure
All years	School trips	£250	<ul style="list-style-type: none"> • Reinforcing skills in the classroom in another environment • Provide hand-on experiences • Develop engagement and excitement around learning 	<p>Increase in self confidence</p> <p>Pupil voice and school council demonstrate improvement in aspirations</p>
All years	<p>Before and After School clubs</p> <ul style="list-style-type: none"> • After school clubs • Sports clubs run by premier sport • Breakfast Buddies 	£1250	<ul style="list-style-type: none"> • Ensure all children have access to enrichment activities to develop their interests, skills and experiences 	<p>Increase in pupil premium attendance at after school clubs</p> <p>Improved skills and confidence, development of social skills</p>
All years	School uniform and equipment	£200	<ul style="list-style-type: none"> • Ensure all children are well equipped for learning in suitable clothing and shoes with the correct resources 	All pupils are suitably dressed and have correct equipment

Total Pupil Premium allocation	£40 920
Total projected spend	£40 952.64



Parkland Junior School

Learning and the Curriculum

Staffing

Rationale:

‘The most successful schools are thorough in their monitoring of every pupil and thorough in their knowledge of every child.’ – (A practical Guide to the Pupil Premium).

‘Quality of teaching and learning counts most. Schools that create the best outcomes for pupils, recruit, train and retain great teachers and support staff.’ (A Guide to the Pupil Premium)

‘Quality of teaching is an important driver of pupil attainment and a range of other outcomes. Professional development and staff deployment are important tools for improving the quality of teaching that pupils receive.’(Education Endowment Foundation)

At The Parkland Federation we believe that staff are our most valuable resource and that having dedicated staff responsible for specific areas related to vulnerable and disadvantaged groups means support can be quickly identified and targeted appropriately.

In addition to this the Education Endowment Foundation showed that research regarding the use of Teaching Assistants shows that those children taught in one-to-one or small groups using targeted interventions make approximately three to four months additional progress.

Year Group	Item/Project	Cost	Objective	Outcome Measure
All years	Pupil Premium Lead	£5000	<ul style="list-style-type: none"> • Leading the implementation of the pupil premium strategy for diminishing the difference • Monitoring and reporting on progress made • Raising staff awareness of the Pupil Premium Strategy • Working with the Assessment lead to monitor impact and data • Ensuring quality first teaching and sharing best practice 	Analysis of data shows gap in has decreased between pupil premium children and non pupil premium children
All Years	SENCO	£5000	<ul style="list-style-type: none"> • Managing and co-ordinating provision for pupils with special educational needs • Monitoring and reporting on progress made 	Analysis of data shows gap in has decreased between pupil premium/SEN children and non pupil premium



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			<ul style="list-style-type: none"> • Ensuring quality first teaching and sharing best practice • Working with the Assessment lead to monitor impact and data • Work with other professional agencies to ensure appropriate support for pupils • Work with parents to ensure the best support and progress for their children 	children
All Years	Teaching Assistants	£25000	<ul style="list-style-type: none"> • Working with the class teacher to deliver quality first teaching • Deliver high quality targeted interventions • Work with individual and small groups of children to provide support for learning 	<p>Analysis of data shows gap has decreased between pupil premium children and non pupil premium children</p> <p>Learning walks and observations show that interventions are effective and of high quality</p>
All years	Additional Needs Assistants	£12000	<ul style="list-style-type: none"> • Provide additional support for individual (pupil premium) children who have special educational needs • Help deliver the targeted support and interventions outlined in additional needs plans and EHC plans 	<p>Analysis of data shows gap has decreased between pupil premium children and non pupil premium children</p> <p>Learning walks and observations show that interventions are effective and of high quality</p> <p>Annual reviews show progress in individual children</p>
All Years	Learning Mentors	£10000	<ul style="list-style-type: none"> • To work with identified children to remove barriers to learning. 	Identified children will be in class for



			<ul style="list-style-type: none"> To support individual pupils to access their classroom and the full curriculum 	<p>increased time.</p> <p>Increase in emotional well being that will be reflected in academic outcomes</p>
Year 6	Specialist support for writing	£0	<ul style="list-style-type: none"> Teacher from link secondary school to work with groups of year 6 pupils to develop writing to at least expected level 	Writing results in SATS
<p><u>Resources</u></p> <p>Rationale:</p> <p>The EEF Toolkit shows that on average the effective use of ICT and digital technology can make approximately four months additional progress</p> <p>We know from the EEF Toolkit that children who take part in early interventions and phonics teaching make on average 4-5 months additional progress</p>				
All Years	Maths Stops – ICT resource	£150	<ul style="list-style-type: none"> Provide high quality mats problem solving resources to use with pupils. Develop systematic problem solving skills 	Analysis of data shows gap in maths has decreased between pupil premium children and non pupil premium children
All years	Entrepreneurial staff initiatives	£7500	<ul style="list-style-type: none"> Provide a budget that staff can apply for funds to run their own projects or initiatives that will impact children’s learning experiences and help them make rapid gains in progress 	Relevant data shows a positive impact on diminishing the difference and rapid progress
Wellbeing				
<p>Rationale:</p> <p>As a Federation we recognise our role in supporting the whole child and helping them to develop the skills and resilience they need to become a healthy positive adult.</p> <p>School should be a safe and affirming place for children where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems. (Department for Education 2014)</p>				



The EEF toolkit shows that children who take part in behaviour interventions or have explicit teaching around social and emotional learning make between 3 and 4 months additional progress.

Year Group	Item/Project	Cost	Objective	Outcome Measure
All years	Learning Mentors	£10000	<ul style="list-style-type: none"> To work with identified children to remove barriers to learning. To support children with social, emotional and mental health issues to improve their life chances and improve behaviour within school To deliver specific interventions aimed at developing emotional literacy skills, social skills, behaviour management and improving aspirations 	<p>Increase in emotional well-being that will be reflected in academic outcomes</p> <p>Reduction in behaviour incidents</p> <p>Improvements shown in pupil voice and emotional assessments</p>
All years	Thrive license and training	£1275	<ul style="list-style-type: none"> To remove barriers to learning and help those identified children access the full curriculum and make at least expected progress 	<p>Increase in emotional well-being that will be reflected in academic outcomes, attendance and behaviour</p>
All years	Play Therapy	£750	<ul style="list-style-type: none"> Play therapy once a week for identified children to help identify and remove barriers to learn Build emotional resilience and improve well being Address behaviour concerns 	<p>Increase in emotional well-being that will be reflected in academic outcomes, attendance and behaviour</p>
All Years	Counselling	£3000	<ul style="list-style-type: none"> Provide specialist counselling support for identified children using Fegans Counselling Service. 	<p>Increase in emotional well-being that will be reflected in academic outcomes, attendance and behaviour</p>
All years	Specialised well – being training	£2250	<ul style="list-style-type: none"> Develop in-house skills of staff to deliver counselling and Thrive 	<p>Training completed and successful</p>



	Provide counselling training for individual staff Provide Thrive training for staff		support	
All years	Dog Therapy	£0	<ul style="list-style-type: none"> Provide pet therapy once a week for vulnerable pupils to improve well being 	Increase in emotional well-being that will be reflected in academic outcomes, attendance and behaviour

Enrichment and Engagement

Parental Engagement and Attendance

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The Education Endowment Foundation toolkit shows that parental engagement has a positive impact on accelerating pupil progress.

Good attendance (defined as above 95%) is shown to have a significant impact upon progress and attainment for all children. In fact 90% of pupils who have attendance below 85% fail to get 5 GCSES.

Year Group	Item/Project	Cost	Objective	Outcome Measure
All years	Attendance officer	£4103.92	<ul style="list-style-type: none"> Monitor the attendance of all pupils and identify patterns and trends Support families where attendance drops below 95% to improve attendance Work with ESBAS to support and manage pupils and families where attendance is an ongoing issue 	Improved attendance and reduction in persistent absences
All years	ESBAS Attendance support	£325	<ul style="list-style-type: none"> Support the attendance officer to work with families where attendance is an issue Support the school to ensure attendance is consistently good 	Improved attendance and reduction in persistent absences



All years	Parent Support worker	£2051.96	<ul style="list-style-type: none"> Meet with parents to support with issues that are impacting upon their child's access to education Signpost parents to appropriate services and support Liaise with other agencies to ensure families are fully engaging with services and there is a linked up package of support. Provide key work support to identified families to remove barriers to learning for their children 	<p>Improved attendance and reduction in persistent absences</p> <p>Children of targeted families make increased progress</p> <p>Improved attendance of parents and families at school events such as parent consultations and productions</p>
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Enrichment activities and the wider school community

Rationale:

Outdoor learning, sports, arts and 'wrap-around' care in the form of before and after school clubs consistently show positive benefits on academic learning and wider outcomes such as self-confidence and resilience. On average children who take part in these activities make an additional three months progress (EEF Toolkit)

Year Group	Item/Project	Cost	Objective	Outcome Measure
All years	School trips	£1000	<ul style="list-style-type: none"> Reinforcing skills in the classroom in another environment Provide hand-on experiences Develop engagement and excitement around learning 	<p>Increase in self confidence</p> <p>Pupil voice and school council demonstrate improvement in aspirations</p>
All years	Before and After School clubs <ul style="list-style-type: none"> After school clubs Sports clubs run by premier sport Breakfast Buddies 	£2000	<ul style="list-style-type: none"> Ensure all children have access to enrichment activities to develop their interests, skills and experiences 	<p>Increase in pupil premium attendance at after school clubs</p> <p>Improved skills and confidence, development of social skills</p>
Year 6	Residential activity	£2000	<ul style="list-style-type: none"> Reinforcing skills in the classroom in another environment 	Pupil premium children attend year 6 residential



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			<ul style="list-style-type: none"> • Provide hand-on experiences • Develop engagement and excitement around learning 	Pupil voice and school council demonstrate improvement in aspirations
All years	School uniform and equipment	£350	<ul style="list-style-type: none"> • Ensure all children are well equipped for learning in suitable clothing and shoes with the correct resources 	All pupils are suitably dressed and have correct equipment

Total Pupil Premium allocation	£93 720
Total projected spend	£93 755.88