



## Park Primary Pupil Premium Strategy Statement

**2025 - 2028**

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 effect that last year's spending of pupil premium had within our school.

### School overview

| Detail                                                                  | Amount                    |
|-------------------------------------------------------------------------|---------------------------|
| School name                                                             | Park Primary              |
| Number of pupils in school                                              | 426                       |
| Proportion (%) of pupil premium eligible pupils                         | 21%                       |
| Academic year/years that our current pupil premium strategy plan covers | 2025 - 2028               |
| Date this statement was published                                       | December 2025             |
| Date on which it will be reviewed                                       | December 2026             |
| Statement authorised by                                                 | P Rowsell                 |
| Pupil premium lead                                                      | P Rowsell                 |
| Governor lead                                                           | Academy Community Council |

### Funding overview

| Detail                                                                                 | Amount          |
|----------------------------------------------------------------------------------------|-----------------|
| Pupil premium funding allocation this academic year                                    | £151,500        |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0              |
| <b>Total budget for this academic year</b>                                             | <b>£151,500</b> |

## Part A: Pupil premium strategy plan

### Statement of intent

At Park Primary, we are fully committed to ensuring that all disadvantaged pupils achieve highly and experience success across the curriculum. Staff and governors share collective responsibility for promoting equity, raising aspirations and removing barriers so that every child can thrive academically, socially and emotionally. We recognise that disadvantage can present a range of challenges, and we use Pupil Premium funding strategically to address these barriers and ensure pupils have equitable access to high-quality teaching, targeted support and enriching experiences. Our aim is to close gaps in attainment and opportunity, enabling disadvantaged pupils to engage fully in school life and reach their full potential.

Our work is guided by three core principles:

- **High-quality, adaptive teaching for all:** Universal classroom provision is consistently strong and adapted to meet the needs of all learners, ensuring every child can access the full curriculum.
- **Targeted support where it is needed most:** Additional, evidence-informed interventions provide precise 1:1 or small-group support for pupils with identified needs.
- **Specialist expertise to overcome barriers:** Trained and experienced professionals deliver tailored support to address specific challenges and promote wellbeing, resilience and readiness to learn.

Through these principles, Park Primary strives to ensure that disadvantage is never a barrier to success.

### Challenges identified among our disadvantaged pupils.

| Challenge number | Detail of challenge                                                                                                                                                                                                             |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                | <b>Attendance</b><br>Attendance can be affected for students whose families are facing additional pressures or limited resources. Some pupils struggle with regular attendance because of factors beyond their control at home. |
| 2                | <b>Reading Writing and Maths</b><br>Some children who face additional socioeconomic challenges may need extra support to reach the expected standard in reading, writing, and maths.                                            |
| 3                | <b>Wellbeing / Mental Health</b><br>Children affected by disadvantage may encounter factors that impact their mental health and wellbeing, and may therefore benefit from extra support                                         |
| 4                | <b>Wider experiences</b><br>Some children who face socioeconomic challenges may have had fewer opportunities to explore a wide range of cultural experiences, which can influence their aspirations                             |

### Intended 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                                                                                                                                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Persistent absence among disadvantaged pupils is reduced through targeted attendance support and early identification of barriers. | <ul style="list-style-type: none"><li>• <b>Persistent absence for disadvantaged pupils reduces over time</b>, with the gap narrowing between disadvantaged pupils, their peers, and national averages. Individual pupils receiving support demonstrate sustained improvements in attendance.</li></ul> |

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|                                                                                                                                                       | <ul style="list-style-type: none"> <li>• <b>Barriers to attendance are identified early</b> through systematic monitoring, enabling timely and well-targeted support informed by clear analysis of need.</li> <li>• <b>Pupil Premium funding is used effectively</b> to implement personalised attendance interventions that improve pupils' attendance, engagement, and readiness to learn.</li> <li>• <b>Strong, supportive partnerships with families</b> enhance routines, communication, and parental engagement, contributing to improved attendance outcomes.</li> <li>• <b>Robust monitoring and leadership</b> oversight ensure attendance trends are reviewed regularly, with strategies adapted in response to impact evidence.</li> <li>• <b>Improved punctuality</b> and morning routines support smoother starts to the school day and reduce anxiety for disadvantaged pupils.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| High-quality teaching and tailored support ensure disadvantaged pupils have equitable access to the curriculum and the conditions needed for success. | <ul style="list-style-type: none"> <li>• <b>High-quality adaptive teaching</b> is consistently embedded across the school, with clear evidence of modelling, scaffolding, vocabulary development and retrieval practice enabling disadvantaged pupils to engage confidently and work with high expectations.</li> <li>• <b>Disadvantaged pupils access the full breadth of the curriculum</b> and enrichment opportunities, with increased participation in clubs, leadership roles and wider experiences.</li> <li>• <b>Barriers to learning are identified swiftly</b>, and Pupil Premium funding is used to provide timely, evidence-based interventions that accelerate progress from pupils' starting points.</li> <li>• <b>Attainment and progress for disadvantaged pupils improve</b> across core subjects, with gaps narrowing over time and an increasing proportion meeting or exceeding age-related expectations.</li> <li>• <b>Strong relationships and a supportive classroom culture</b> promote positive behaviour, engagement and pupil confidence, underpinned by staff's strong knowledge of individual needs.</li> <li>• <b>Pupil Premium spending aligns</b> clearly to the tiered approach (universal, targeted and specialist support) and demonstrates measurable impact on learning conditions and outcomes, with clear oversight from leaders and governors.</li> <li>• <b>Professional development strengthens staff expertise</b> in adaptive teaching and equity, leading to sustained improvements in classroom practice and outcomes for disadvantaged pupils.</li> </ul> |
| Disadvantaged pupils develop stronger resilience, self-regulation, and coping strategies through targeted wellbeing interventions.                    | <ul style="list-style-type: none"> <li>• <b>Identified disadvantaged pupils show improved self-regulation</b>, evidenced through reduced incidents, calmer responses, and improved ability to manage emotions.</li> <li>• <b>Pupil voice indicates increased confidence, resilience and use of coping strategies</b> (e.g., breathing techniques, problem-solving, seeking support).</li> <li>• <b>Wellbeing interventions are implemented consistently</b>, with clear session plans, attendance records and measurable goals.</li> <li>• <b>Monitoring shows positive impact</b> from interventions over a 6–12 week period (behaviour logs, engagement data, pastoral records).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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|                                                                                                                                                       | <ul style="list-style-type: none"> <li>• <b>Staff report improved emotional readiness to learn</b> among targeted pupils, with better focus and reduced time out of class.</li> <li>• <b>Pupils demonstrate improved relationships with peers and adults</b>, showing heightened empathy, cooperation and conflict-resolution skills.</li> <li>• <b>Parents report positive changes at home</b>, such as improved routines, reduced anxiety, or better emotional management.</li> <li>• <b>Behaviour incidents, internal exclusions or dysregulation episodes reduce</b> for targeted disadvantaged pupils.</li> <li>• <b>Referrals for high-level SEMH support decrease</b>, or presenting needs become less severe, due to early intervention.</li> <li>• <b>Wellbeing provision is aligned with the graduated response</b>, with clear evidence of assessment, planning, review and adaptation for each child.</li> <li>• <b>Staff trained in wellbeing approaches</b> (e.g.ELSA) apply strategies consistently, demonstrated through observations and case reviews.</li> <li>• <b>School culture reflects proactive wellbeing support</b>, and disadvantaged pupils feel safe, supported and able to talk about worries.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p>Exposure to a wider range of experiences strengthens disadvantaged pupils' aspirations, confidence, and understanding of future possibilities.</p> | <ul style="list-style-type: none"> <li>• <b>Disadvantaged pupils participate in a broad range of enrichment activities</b>, including trips, clubs, cultural experiences and community events.</li> <li>• <b>Pupil voice shows increased confidence, aspiration and curiosity</b>, with pupils able to articulate new interests or career ambitions.</li> <li>• <b>Teachers observe greater engagement and enthusiasm</b> in learning following enrichment activities.</li> <li>• <b>Disadvantaged pupils demonstrate improved confidence</b> in class discussions, group work and leadership opportunities.</li> <li>• <b>Experience logs or passports show a wide variety of opportunities accessed</b>, with disadvantaged pupils represented proportionately or above.</li> <li>• <b>Parents report increased interest, motivation or conversation at home</b> linked to enrichment experiences.</li> <li>• <b>Curriculum plans explicitly integrate exposure to diverse people, places and professions</b>, with clear progression across year groups.</li> <li>• <b>Barriers to participation (cost, transport, equipment, confidence)</b> are removed or reduced, resulting in strong attendance at enrichment opportunities.</li> <li>• <b>Pupils demonstrate improved understanding of future pathways</b>, including jobs, skills and possibilities beyond their immediate environment.</li> <li>• <b>Wider experiences contribute to improved wellbeing</b>, shown through confidence, resilience and positive relationships.</li> <li>• <b>Leaders can evidence how Pupil Premium funding has expanded access to experiences</b>, showing positive impact for disadvantaged learners.</li> <li>• <b>Case studies demonstrate individual transformation</b>, such as newfound interests, improved motivation or increased sense of belonging.</li> </ul> |

Activity in this academic year to address the challenges listed above.

**Teaching (Budgeted cost: £42,520)**

| Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Evidence that supports this approach                                                                                                                                                                             | Challenge addressed |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| <b>Consistent, Supportive Classroom Routines</b> <ul style="list-style-type: none"> <li>Establish predictable, welcoming starts to the day to support pupils who may find attendance or punctuality difficult.</li> <li>Use strong relationships and positive communication to help pupils feel secure and motivated to attend.</li> <li>Ensure every lesson begins with clear expectations and accessible entry tasks.</li> </ul>                       | <ul style="list-style-type: none"> <li>EEF Supporting School Attendance Guidance</li> <li>EEF Teaching and Learning Toolkit</li> </ul>                                                                           | 1, 2                |
| <b>Strong English and Maths Teaching</b> <ul style="list-style-type: none"> <li>High-quality modelling, scaffolding and adaptive teaching to ensure all pupils can access core learning.</li> <li>Daily opportunities for vocabulary instruction, retrieval practice and guided practice in reading, writing and maths.</li> <li>Use of assessment for learning to identify misconceptions early within whole-class teaching.</li> </ul>                 | <ul style="list-style-type: none"> <li>EEF Teaching and Learning Toolkit</li> <li>EEF Oral Language Interventions</li> <li>EEF Improving Literacy in KS1 &amp; KS2</li> <li>EEF improving Mathematics</li> </ul> | 2                   |
| <b>Emotionally Supportive Classrooms</b> <ul style="list-style-type: none"> <li>Consistent use of routines that promote emotional safety, belonging and calm transitions.</li> <li>Regular check-ins, supportive language, and strategies that help pupils develop self-regulation.</li> <li>Trauma-informed and attachment-aware approaches embedded across classrooms.</li> </ul>                                                                      | <ul style="list-style-type: none"> <li>EEF Teaching and Learning Toolkit</li> <li>EEF Social and Emotional Learning in Primary Schools</li> </ul>                                                                | 3                   |
| <b>Broad, Aspirational Curriculum Experiences</b> <ul style="list-style-type: none"> <li>Ensure the curriculum includes exposure to diverse people, places and opportunities that widen pupils' understanding of the world.</li> <li>Embed cultural capital within lessons through texts, examples, discussions and real-life links.</li> <li>Encourage participation in whole-class enrichment activities to build confidence and curiosity.</li> </ul> | <ul style="list-style-type: none"> <li>EEF Teaching and Learning Toolkit</li> <li>EEF Guidance on Enrichment for Disadvantaged Pupils</li> </ul>                                                                 | 4                   |

**Targeted Academic Support (Budgeted cost: £90,724)**

| Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Evidence that supports this approach                                                                                                                                                             | Challenge addressed |
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| <b>Targeted English and Maths Intervention</b> <ul style="list-style-type: none"> <li>• Deliver short, time-limited, evidence-based interventions (e.g., precision teaching, fluency practice, structured phonics, small-group tutoring).</li> <li>• Provide targeted support for misconceptions identified through assessment.</li> <li>• Offer pre-teaching and overlearning opportunities to increase pupils' confidence and readiness for whole-class learning.</li> <li>• Deploy trained support staff to deliver consistent programmes with regular progress review.</li> </ul>                                                                                                                                                                                          | EEF Teaching and Learning Toolkit<br><br>EEF Oral Language Interventions<br><br>EEF Improving Literacy in KS1 & KS2<br><br>EEF improving Mathematics<br><br>EEF Teaching Assistant Interventions | 2                   |
| <b>Targeted Wellbeing and SEMH Support</b> <ul style="list-style-type: none"> <li>• Provide tailored programmes such as ELSA, nurture groups, emotion coaching, self-regulation programmes or check-in systems.</li> <li>• Offer structured support for pupils experiencing anxiety, low confidence or difficulties with emotional regulation.</li> <li>• Strengthen partnerships with families through pastoral meetings and shared strategies.</li> <li>• Where appropriate, draw on external agencies (e.g. CAMHS, MHST, behaviour support teams).</li> <li>• Offer play therapy sessions for pupils requiring therapeutic, child-led emotional support.</li> </ul>                                                                                                         | EEF Social and Emotional Learning Strategies<br><br>EEF Improving Social and Emotional Learning in Primary schools                                                                               | 3                   |
| <b>Enhanced Provision for Learners Requiring Additional Support</b> <ul style="list-style-type: none"> <li>• Provide access to structured, supportive spaces to help pupils regulate and prepare for learning.</li> <li>• Deliver enhanced adult support during key moments of the school day; transition times, unstructured periods, or challenging learning tasks.</li> <li>• Offer tailored timetables, small-group learning sessions to support academic readiness and engagement.</li> <li>• Use enhanced provision to strengthen routines, confidence, communication skills and positive relationships.</li> <li>• Review provision regularly as part of a whole-school graduated response, ensuring adaptations reduce over time as independence increases.</li> </ul> | EEF Special Educational Needs in Mainstream Educations Recommendation<br><br>EEF Making Best Use of Teaching Assistants<br><br>EEF Improving Behaviour in Schools                                | 1, 2, 3, 4          |
| <b>Targeted Speech and language</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | EEF Special Educational Needs in Mainstream Educations Recommendation                                                                                                                            | 2, 3                |

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| <ul style="list-style-type: none"> <li>Identify pupils with speech, language or communication needs early through Wellcomm screening, teacher observation and assessment.</li> <li>Implement targeted small-group or 1:1 interventions.</li> <li>Work with Speech and Language Therapy services to deliver specialist programmes and provide staff training for support strategies.</li> <li>Integrate dual code or widget language scaffolds into classroom routines to support confidence, participation and emotional expression.</li> <li>Monitor progress through regular review meetings, observation, and communication with families.</li> </ul>                                   | <p>EEF Making Best Use of Teaching Assistants</p> <p>EEF Teaching and Learning Toolkit</p> <p>EEF Oral Language Interventions</p> |   |
| <p><b>Wellbeing and Emotional Development Across the School</b></p> <ul style="list-style-type: none"> <li>Embed a whole-school Zones of Regulation approach to wellbeing.</li> <li>Deliver staff training on trauma-informed, attachment-aware and emotionally literate practice.</li> <li>Celebrate wellbeing through themed days, pupil voice groups, and opportunities for pupils to lead wellbeing initiatives.</li> <li>Provide access to ELSA support to build emotional literacy, resilience and self-regulation skills.</li> </ul> <p>Use family support worker time to strengthen home–school relationships, provide early help, and coordinate wider services for families.</p> | <p>EEF Improving Social and Emotional Learning in Primary Schools</p> <p>EEF Modelling Social and Emotional Learning</p>          | 3 |

### Wider Strategies (Budgeted cost: £18,256)

| Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Evidence that supports this approach                                                                                                                 | Challenge addressed |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| <p><b>Whole-School Attendance Culture</b></p> <ul style="list-style-type: none"> <li>Promote a positive, inclusive culture where attendance is valued and celebrated across the school community.</li> <li>Deliver assemblies, class discussions, and curriculum links that reinforce the importance of attendance for wellbeing and learning.</li> <li>Strengthen communication with families through newsletters, attendance updates and clear messaging about available support.</li> <li>Hold termly SWAG (Safeguarding, Welfare and Attendance Group) meetings to monitor attendance trends, identify emerging concerns, and coordinate early support.</li> </ul> | <p>EEF Supporting School Attendance Guidance</p> <p>DfE report linking attendance and attainment</p> <p>EEF Parental engagement +3 months impact</p> | 1                   |

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| <b>Targeted Attendance Support</b> <ul style="list-style-type: none"> <li>• Use early identification systems to flag pupils at risk of persistent absence.</li> <li>• Provide personalised attendance plans, check-ins, mentoring or adult keyworker support.</li> <li>• Work closely with families to remove practical barriers and strengthen routines.</li> </ul> <p>Involve external support or agencies where persistent issues remain.</p>                                                          | EEF Addressing Attendance<br><br>EEF Supporting School Attendance Guidance                                                                                        | 1          |
| <b>Targeted Enrichment and Opportunity Access</b> <ul style="list-style-type: none"> <li>• Subsidise participation in enrichment, trips, music lessons, sports, or cultural activities.</li> <li>• Provide small-group or personalised opportunities to develop confidence, leadership skills and aspirations.</li> <li>• Work with external partners or agencies to broaden exposure.</li> </ul>                                                                                                         | EEF Uniting the whole school community around disadvantage matters<br><br>EEF Guide to the Pupil Premium                                                          | 4          |
| <b>Specialist Provision for Complex Needs</b> <ul style="list-style-type: none"> <li>• Implement assess–plan–do–review cycles for pupils with more complex or overlapping needs.</li> <li>• Commission specialist assessments or services where necessary.</li> <li>• Provide bespoke timetables, regulated spaces, sensory support or therapeutic interventions as needed.</li> <li>• Ensure close liaison between specialist services, teachers and families to maintain consistent support.</li> </ul> | EEF Special Educational Needs in Mainstream Educations Recommendation<br><br>EEF Making Best Use of Teaching Assistants<br><br>EEF Improving Behaviour in Schools | 1, 2, 3, 4 |
| <b>Targeted Parental Engagement</b> <ul style="list-style-type: none"> <li>• Offer workshops, drop-ins or tailored support for families related to routines, reading, wellbeing strategies or curriculum understanding.</li> <li>• Provide additional communication channels for families needing closer partnership.</li> <li>• Support families to access early help or wider services where appropriate.</li> </ul>                                                                                    | EEF Parental Engagement +3 months impact                                                                                                                          | 1, 2, 3, 4 |
| <b>Cultural Capital, Aspirations and Enrichment</b> <ul style="list-style-type: none"> <li>• Provide an enrichment offer ensuring all pupils, particularly those facing socioeconomic barriers, access a wide range of experiences.</li> <li>• Run aspiration-building programmes, such as careers events, role-model visits, workplace links or university partnerships.</li> </ul>                                                                                                                      | EEF Aspiration interventions                                                                                                                                      | 4          |
| <b>Family and Community Engagement</b> <ul style="list-style-type: none"> <li>• Offer curriculum workshops, drop-ins and information sessions to help families support learning and wellbeing at home.</li> </ul>                                                                                                                                                                                                                                                                                         | EEF Parental Engagement<br><br>EEF Working with Parents to Support Children’s Learning                                                                            | 1, 2, 3, 4 |

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| <ul style="list-style-type: none"><li>• Build strong community partnerships to increase access to services, enrichment, and early help pathways.</li><li>• Strengthen communication through pastoral newsletters, open-door approaches and flexible meeting options.</li><li>• Deploy the family support worker to provide guidance, early intervention, attendance support and coordinated multi-agency communication.</li></ul> |  |  |
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### Teaching

| Activity                        | Impact |
|---------------------------------|--------|
| To be reviewed in December 2026 |        |

### Targeted Academic support

| Activity                        | Impact |
|---------------------------------|--------|
| To be reviewed in December 2026 |        |

### Wider Strategies

| Activity                        | Impact |
|---------------------------------|--------|
| To be reviewed in December 2026 |        |