



Park Primary Pupil Premium Strategy Statement

2023 - 2026



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	494
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers	2023 - 2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	K. Absalom
Pupil premium lead	P Rowsell
Governor lead	Daniel Moore

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£158,595
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£158,595

Part A: Pupil premium strategy plan

Statement of intent

At Park Primary all members of staff and governors accept responsibility for 'disadvantaged' pupils and are committed to diminishing the gap' between vulnerable pupils and their peers by meeting their pastoral, social and academic needs within the school environment. Pupil Premium funding is used to remove barriers to learning so that all our pupils reach their full potential and engage fully in our curriculum and school life.

Our Key principles are

- Universal, quality first, whole class provision is adapted to meets the needs of all learners across the curriculum
- Additional targeted provision meets identified need through targeted 1:1 or small group intervention
- Specialist support from trained / experienced professionals to meet specific needs and overcome barriers to leaning

Challenges identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	To accelerate progress in Reading, Writing, Maths for disadvantaged pupils
2	Multiple barriers to learning i.e. disadvantaged pupils who are also have a SEND, or P/LAC or CIN/CP
3	Wellbeing, mental health and safeguarding
4	Attendance

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
For disadvantaged pupils who do not have a SEND need to reach age-related expectations in reading, writing and maths and % meeting the expectations for Year 1 & 2 phonics check and Y4 multiplication check in line with national	100% of non-SEND disadvantaged pupils meet the requirements of the PSC and MTC % of non-SEND disadvantaged pupils to reach at ARE in RWM at least in line with national
To ensure the needs of disadvantaged pupils with SEND are correctly identified and needs addressed so that they make at least expected progress from starting points in, reading, writing and mathematics and other areas of identified need e.g. emotional literacy, communication and language	Systematic approach to the assessment and monitoring of individual disadvantaged pupils who also have a SEND, are P/LAC, are subject to a CIN/CP plan
The schools process for identifying and supporting the wellbeing, mental health and safeguarding of vulnerable pupils are highly effective.	Highly efficient systems underpin the strong processes and practices in place to identify and support vulnerable pupils within the school as evidenced by termly SWAG meetings (Safeguarding, Attendance and Welfare Group) and ROC (Record of Concern) analysis
The attendance of vulnerable pupils improves year on year.	The gap between the attendance of vulnerable pupils and non-vulnerable pupils closes year on year so that attendance of vulnerable pupils meets or is near national.

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

Universal - Quality First Whole Class Provision (Budgeted cost: £27,714) Additional costs of QFT are prioritised and met by school's delegated budget

Activity	Evidence that supports this approach	Challenge addressed
Subject leaders are leaders of SEND - Provide guidance on adapting the subject curriculum - Support /coach teachers in adapting to meet need	- EEF Special educational Needs in Mainstream Education - Recommendation 1, 2, 3,	1, 2
All teachers are leaders of SEND - Training on adapting curriculum - Training on supporting SEND	- EEF Special educational Needs in Mainstream Education - Recommendation 1, 2, 3, 5 - EEF Improving Behaviour in Schools 1	1, 2
All TAs are supporters of SEND - Training on supporting SEND - Training on specific intervention delivery	EEF Making Best Use of Teaching Assistants 1, 2, 3, 4,	1, 2
All staff adopt a positive and proactive approach to Behaviour for Learning Training and coaching for staff	EEF Improving Behaviour in Schools 1, 2, 3, 4, 5, 6	1, 2

Additional Targeted and Specialist Provision (Budgeted cost: £108,943)

Activity	Evidence that supports this approach	Challenge addressed
Accurate assessment, identification and response to need for children with - Cognition and Learning needs - Social Emotional Mental Health needs - Sensory and physical needs - Communication and Interaction needs	- EEF Special educational Needs in Mainstream Education - Recommendation 2, 4 - EEF Making Best Use of Teaching Assistants 5, 6, 7	1, 2, 3
Interventions		
Speech and Language - Speech and language teacher (1.5 days per week) - Speech and language TA support (5 x pm per week) - Assessment of EYFS using WELLCOMM	- EEF - Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to ensure they receive the correct support. - EEF (Improving literacy in EYFS) – prioritise the development of communication and language	1, 2, 3
Designated areas are provided for ALP / SEND provision	EEF Special educational Needs in Mainstream Education	1, 2, 3
To develop Alternative Provision Neurodiversity)	- EEF Special educational Needs in Mainstream Education - Recommendation 1, 2, 4, 5 - EEF Making Best Use of Teaching Assistants 7	1, 2, 3
3 days SENCO leadership	Leadership capacity is crucial in supporting and challenging staff to improve practice and raise outcomes	1, 2, 3
3 days Deputy SENDCo		

Wider Provision (Budgeted cost: £21,938)

Activity	Evidence that supports this approach	Challenge addressed
ELSA, SEMH interventions TA Play therapy intervention	EEF High quality provision with well-qualified and well-trained staff is essential	1, 2, 3
Attendance (EWO) focus on children with attendance below 90%	DfE report linking attendance and attainment 2016	3, 4
Family Support Worker to carry out additional work with identified families	EEF Parental engagement +3 months impact	2, 3, 4
SWAG meetings Termly meetings to monitor and ensure effective safeguarding practice		2, 3, 4

Part B: Review of outcomes in the previous academic year 2024-2025

Quality First Teaching (Budgeted cost: £17,185) Additional costs of QFT are prioritised and met by school's delegated budget

Activity	Impact
• Staff training to raise teacher awareness of pupil data – attainment, progress, expectations for all children • Teachers identify target groups of children in their class who need to make accelerated progress this year in reading, writing and maths to achieve age related expectations or greater depth • Teachers to consider provision for target groups to accelerate progress in every PPA session • PPA lead support to improve the use of assessment to inform planning in all year groups • Internal Moderation of maths 3x year to ensure accuracy of assessment • Internal Moderation of reading and writing 3x year to ensure accuracy of assessment • External moderation of writing with IGNITE hub • Pupil progress meetings termly to review the progress of all children and specifically target group at the end of every term • Monitoring to ensure all teachers use guided groups in lessons as timely interventions • Coaching programme throughout the year to ensure high 'quality first teaching' of English and Maths	• The actions taken have strengthened the school's focus on the attainment and progress of disadvantaged pupils and ensured that their needs are considered routinely within assessment, planning and classroom practice. • Staff training has increased teachers' awareness and understanding of pupil attainment and progress data, enabling them to identify disadvantaged pupils who are at risk of not meeting age-related expectations or who have the potential to achieve greater depth. Clearly identified target groups in reading, writing and mathematics have supported a sharper focus on pupils who need to make accelerated progress. • Regular consideration of these pupils during PPA sessions, alongside support from the PPA lead, has strengthened the use of assessment information to inform planning and teaching. Teachers are increasingly able to adapt provision in response to identified gaps and provide timely support within lessons. • Termly pupil progress meetings have provided greater accountability for the progress of disadvantaged pupils. These meetings enable leaders and teachers to review individual pupils, evaluate the effectiveness of current provision and agree further actions where progress is not sufficient. • Regular internal moderation in reading, writing and mathematics, supplemented by external writing moderation through the IGNITE Hub, has increased confidence in the accuracy and consistency of teacher assessment. • Monitoring and coaching have strengthened responsive teaching, including the use of guided groups and timely in-class intervention. The ongoing coaching programme has supported teachers to develop high-quality teaching in English and mathematics, with a particular emphasis on ensuring that disadvantaged pupils receive appropriate challenge and support. • There is clear evidence of positive impact in statutory assessments. In the Year 1 Phonics Screening Check, 75% of Pupil Premium pupils achieved the expected standard, an outcome above the national average for disadvantaged pupils. • Outcomes in the Year 4 Multiplication Tables Check (MTC) were also strong. 50% of all pupils achieved the maximum score of 25

	out of 25, which was above the national average. This provides evidence of the impact of the school's focus on high-quality mathematics teaching, accurate assessment and timely intervention. Overall, these actions have established a more systematic approach to identifying, monitoring and responding to pupils' needs. Strong outcomes in Year 1 phonics and the Year 4 Multiplication Tables Check provide measurable evidence of the impact of high-quality teaching, targeted support and regular monitoring. The school will continue to evaluate outcomes for disadvantaged pupils across year groups to ensure that improvements are sustained and gaps between disadvantaged pupils and their peers continue to reduce.
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Targeted academic support (Budgeted cost: £71,192)

Activity	Impact
- CPD for teachers - Use of guided groups - Use of additional adults in the classroom - Pre teaching of vocabulary - Interventions - Smart Moves - Time to Talk - Attention Autism - LEAP (internal resource base) - RWI training for English team leaders to support bottom 20% - Training for all teachers in RWI to support bottom 20% 1:1 tutoring by TAs - Teacher led fluency booster groups to support bottom 20% - Speech and Language - Speech and language consultant (2 day per week) - Speech and language TA support (5 x pm per week) - Assessment of EYFS using WELLCOMM 2 days SENCO leadership	- CPD has strengthened teachers' use of guided groups, additional adults and pre-teaching to provide targeted support for pupils with additional needs. RWI training, 1:1 tutoring and teacher-led fluency groups have increased the focus on pupils in the bottom 20% and enabled earlier, targeted intervention. - Specialist provision, including LEAP, Smart Moves, Time to Talk and Attention Autism, alongside dedicated SENCO leadership, has strengthened support for pupils with SEND. - Investment in speech and language provision has had a measurable impact. End-of-year Reception WELLCOMM data shows that 93% of children have passed Section 8, the expected level, demonstrating strong progress in communication and language and the impact of early identification and targeted support.

Wider strategies (Budgeted cost: £59,818)

Activity	Impact
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• Interventions ◦ ELSA ◦ SEMH ◦ Play therapy intervention • Attendance (EWO) focus on children with attendance below 90% • Family Support Worker to carry out additional work with identified families • SWAG meetings Termly meetings to monitor and ensure effective safeguarding practice • Trips - support vulnerable pupils to access trips (10% of trip costs) • Breakfast club funded places	• Targeted ELSA, SEMH and play therapy interventions have strengthened pupils' emotional wellbeing, regulation and readiness to learn. Family Support Worker and EWO involvement has provided targeted support for vulnerable families and pupils with attendance below 90%. • Pupil Premium attendance improved from 91.7% in 2023–24 to 93.1% in 2024–25, an increase of 1.4 percentage points, demonstrating the positive impact of the school's targeted approach to improving attendance. • Termly SWAG meetings have strengthened the monitoring and support of vulnerable pupils. Funding for trips and breakfast club places has reduced financial barriers and enabled disadvantaged pupils to access wider opportunities and participate fully in school life.
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