

## Pupil premium strategy statement – Park Road Community Primary School

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 outcomes for disadvantaged pupils last academic year.

### School overview

| Detail  | Data                |
|---|---------------------|
| Number of pupils in school  | 195                 |
| Proportion (%) of pupil premium eligible pupils                         | 14% (27 children)   |
| Academic year/years that our current pupil premium strategy plan covers | 2024-2027           |
| Date this statement was published                                       | December 2025       |
| Date on which it will be reviewed                                       | December 2026       |
| Statement authorised by   | Kathryn Quigley     |
| Pupil premium lead  | Kathryn Quigley     |
| Governor / Trustee lead   | Michelle Wainwright |

### Funding overview

| Detail  | Amount                  |
|---|-------------------------|
| Pupil premium funding allocation this academic year       | PP £27155<br>PLAC £7890 |
| Recovery premium funding allocation this academic year    | £0                      |
| Pupil premium funding carried forward from previous years | £0                      |
| <b>Total budget for this academic year</b>                | <b>£35045</b>           |

## Part A: Pupil premium strategy plan

### Statement of intent

We aim for high quality teaching to be excellent so that all our pupils succeed, irrespective of whether they are disadvantaged or not. However, we have a range of pathways to support in place where this is required, including for disadvantaged pupils.

Common barriers to learning for disadvantaged children can be:

Poor language and communication skills, lack of confidence, behavioural difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

### **Principles**

- We ensure that teaching and learning opportunities meet the needs of all pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils, are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

### **Ultimate Objectives**

- To narrow the attainment gap between disadvantaged and non- disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6.

### **Achieving these Objectives**

The range of provision we consider for this group could include, but is not limited to:

- To allocate a ‘Catch Up’ Teacher/s across school providing small group work with an experienced teacher focussed on overcoming gaps in learning
- Provide targeted support for identified pupils at risk/vulnerable/disadvantaged
- Additional teaching and learning opportunities provided through trained HLTA, TAs or external agencies
- Ensuring all our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Providing quality transition from primary to secondary and transition internally and into EYFS/KS2.
- Additional learning support in class, to enhance Quality First Teaching.
- Funding activities, educational visits and residentials, ensuring children have first-hand experiences to use in their learning in the classroom and to develop their confidence, self-esteem and social skills.
- To enable children to participate in other extra- curricular activities such as funding after school clubs.
- Behaviour and nurture support through small group nurture/social/self-esteem groups, during lunchtimes.
- Provide play therapy or 1-1 counselling/mentor support to support mental wellbeing.
- Whole staff CPD on key focus areas and priorities, to further develop strong teaching and learning and staff expertise to benefit all, including those deemed to be vulnerable.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Assessments, observations, and discussions with pupils show underdeveloped oracy skills and vocabulary gaps among disadvantaged pupils. This is evident from Early Years to Key Stage 2. As a result, this impacts on speaking and listening skills and furthermore on reading and writing outcomes for this group of pupils. |
| 2                | Attendance and Punctuality issues. Analysis indicates that during the year 2045-25, a higher % of our disadvantaged peers had higher absence than their non-disadvantaged peers, across school.   |
| 3                | Increased social and emotional needs i.e. increased anxiety and changing behaviours i.e. challenging behaviours or withdrawn behaviour, in part through lack of social/enrichment opportunities and 'life experiences', as well as current economic challenges.   |
| 4                | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with speaking and listening than their peers. This negatively impacts their development as readers and subsequently writers.  |

## 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   |
|---|--|
| Improved oracy skills and vocabulary knowledge for disadvantaged pupils so that they achieve in line with their peers.  | Oral and spoken language, including improved vocabulary, as well as communication and understanding will be improved, as measured by a range of assessments, observations, tests and national benchmark outcomes i.e. reading/writing at KS1/2, Communication & Language at EYFS.                          |
| Differences in attendance and punctuality between disadvantaged and non-disadvantaged pupils diminished and, as a result, differences in learning.                    | Gaps in learning between disadvantaged and their non-disadvantaged peers will diminish as a result of improved school attendance. Persistent Absence of disadvantaged pupils will be improved. School's overall good attendance of above national attendance will be sustained for all groups of learners. |
| Gaps in learning diminished so that disadvantaged pupils perform in line with their non-disadvantaged peers and achieve at least Age Related Expectations at end KS2. | 100% of non-SEND pupils achieve ARE in Reading/Writing/Maths. All SEND pupils achieve well and make good progress from their starting points.  |
| Improved attainment among disadvantaged pupils.   | 100% of pupils without identified SEND need will achieve at least age-related expectations in phonics by the end of Year 1. Pupils identified with SEND will make good progress in phonics from their starting points and almost all will achieve the expected level by the end of year                    |

2. This will impact on reading and writing outcomes positively.

## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £18,765

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Deliver CPD on language & literacy, starting in EY and continuing across the school<br>- Research programs on Oracy and developing whole school framework                               | Evidence shows that good readers become good writers and are more able to access the wider curriculum and achieve well in all areas; pupils who find it difficult to learn to read are likely to struggle across the curriculum, since English is both a subject in its own right and the medium for teaching.<br><br><a href="#">The reading framework - GOV.UK</a><br><br><a href="#">Oral language interventions   EEF</a><br><br><a href="#">Improving Literacy in Key Stage 2   EEF</a><br><br><a href="#">Reading comprehension strategies   EEF</a><br><br><a href="#">Mastery learning   EEF</a> | 4                             |
| Increased subject release time for English lead to monitor closely teaching and learning in Reading/Writing, analyse and identify gaps and identify interventions to narrow these gaps. |  | 1<br>4                        |
| Increased subject release time for maths lead to monitor closely teaching and learning in maths, analyse and identify gaps and identify interventions to narrow these gaps.             |  | 1<br>4                        |
| Provide challenge for higher attainers to ensure that those pupils who are disadvantaged are able to achieve greater depth where possible.  |  | 1<br>4                        |

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

Budgeted cost: £ 16,141

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Targeted support in Mathematics and Reading 1:3 or 1:1 for identified pupils at risk/ vulnerable/disadvantaged.<br><br>Timetable of a range of intervention programmes in place across KS1/2 for identified pupils I.e. Success at Arithmetic, 1 <sup>st</sup> | According to the EEF Teaching and Learning toolkit, small group tuition has an average impact of four months additional progress over the course of a year.<br><br>The evidence indicates that small group and 1-1 interventions can be a powerful tool for supporting these | 4                             |

|   |  |                   |
|---|--|-------------------|
| <p>Class Number, Number Counts, Pre-teach, Number Fluency, 1-3 targeted group with Maths SLE.</p> <p>Timetable of school developed reading intervention programme. 1:1 or small group</p> <p>Writing &amp; EGPS interventions to be introduced for focus pupils, in particular prior low attainers to close the gap with their attainment in comparison to peers.</p> | <p>pupils when they are used carefully.</p> <p>Impact of last year's NTP tuition and school led tuition is evident in pupil outcomes and % of children achieving ARE by year end.</p> <p><a href="#">One to one tuition   EEF</a></p> <p><a href="#">Small group tuition   EEF</a></p> |                   |
| <p>Additional class-based support from TA/HLTA for identified year groups/groups of pupils and individuals across KS1/2</p>   | <p><a href="#">FFT Reciprocal Reading   EEF</a></p>  | <p>3</p> <p>4</p> |
| <p>Developed programme of SEMH support:</p> <ul style="list-style-type: none"> <li>- Class Based Nurture</li> <li>- Next Steps</li> <li>- EBSA/ELSA</li> <li>- Therapeutic support – Lego Therapy, Listening Ears, Healing Together, Counselling.</li> </ul> <p>Access to supervision for colleagues as required.</p>   | <p><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p>  | <p>2</p> <p>3</p> |

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

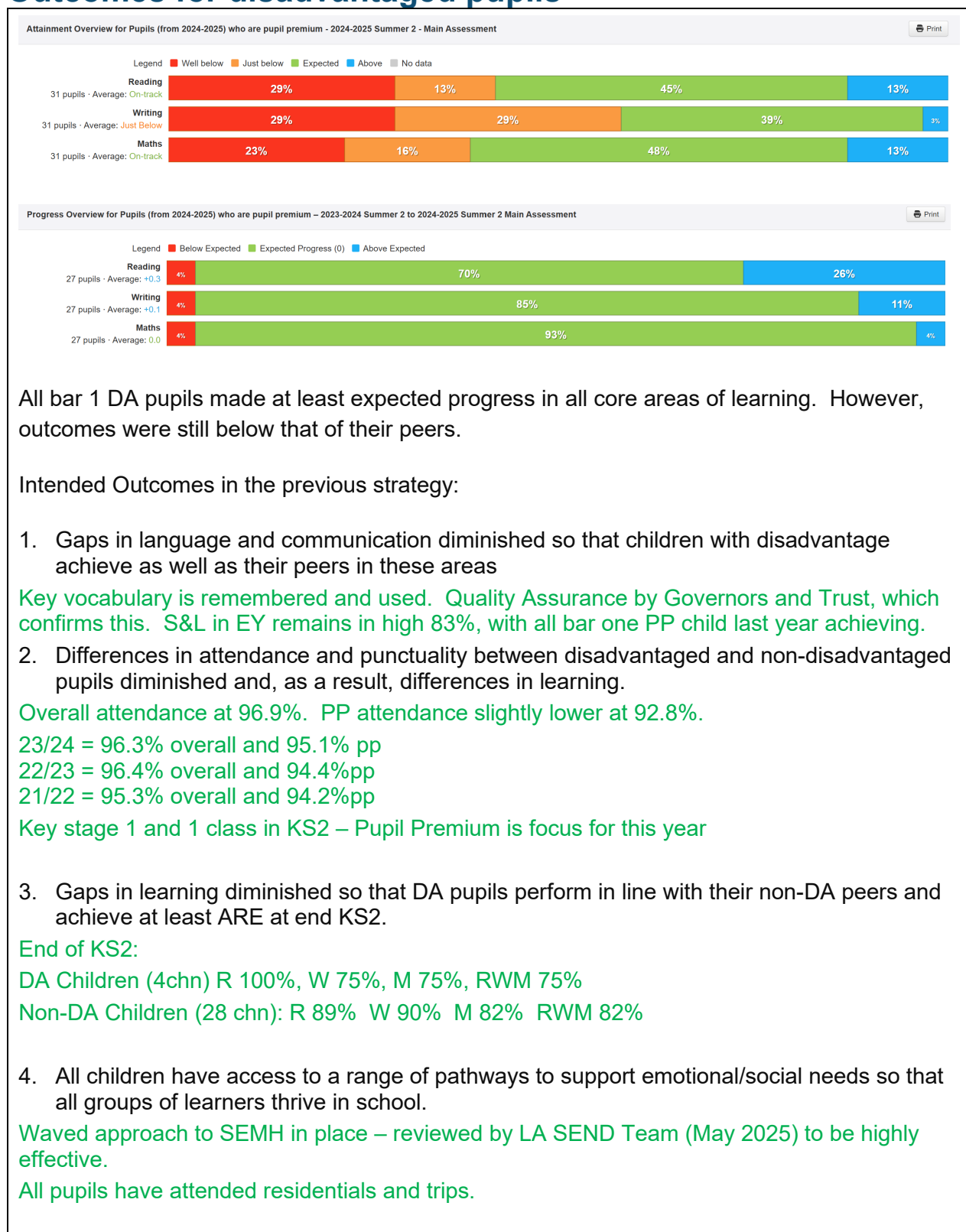
Budgeted cost: £ 3565

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Embedding of strategies to support pupils experiencing EBSA</p> <ul style="list-style-type: none"> <li>- Whole school approach to be developed.</li> </ul>  | <p>Research shows that children thrive and learn best when they feel emotionally secure and listened to<br/> <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p> <p><a href="#">Attendance interventions rapid evidence assessment   EEF</a></p> <p><a href="#">Working together to improve school attendance - GOV.UK</a></p> <p><a href="#">Parental engagement   EEF</a></p>       | <p>2</p> <p>3</p>             |
| <p>Work with LA attendance officer via SLA to identify pupils either falling below the national attendance expectation of 97% or the persistent absence measure of 90%, working closely with families through:</p> <p>Early identification letters and communication</p> <p>Meetings with families</p> <p>Home visits</p> <p>Devising plans to improve attendance</p> <p>Triangulated approach including work with EH lead, in school pathways to wellbeing support, direct work with families and EH referrals as needed</p> <p>Half termly analysis of attendance with AO to ensure families are identified early and timely work is in place to support improved attendance, working with the families to establish strong relationships and trust to improve attendance.</p> | <p>There are well evidenced links between good school attendance and good progress/attainment. Children thrive both academically but also socially and emotionally if they attend school regularly.</p> <p><a href="#">Attendance interventions rapid evidence assessment   EEF</a></p> <p><a href="#">Working together to improve school attendance - GOV.UK</a></p> <p><a href="#">Parental engagement   EEF</a></p> | <p>3</p>                      |
| <p>Support for trips/residentials/snacks funded by school for DA pupils so that all pupils attend these enrichment opportunities.</p> <p>PP children given early access to clubs, funded by school.</p> <p>Enrichment for all so that all pupils, including DA, experience a rich and broad range of cultural capital and enrichment opportunities.</p>  |  | <p>3</p>                      |

**Total budgeted cost: £ 38,471**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils



### Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

| Programme | Provider |
|-----------|----------|
|-----------|----------|

|                                      |                  |
|--------------------------------------|------------------|
| Pathway to Write<br>Pathway to Spell | Literacy Company |
|                                      |                  |