

## Pupil premium strategy statement

This statement details our school's use of pupil premium funding (and recovery premium where applicable) for the 2025 to 2026 academic year 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 impact of last year's spending of pupil premium within our school.

### School overview

Detail	Data
School name	Parkdale Primary School
Number of pupils in school	PAN 454 (inc Nursery)
Proportion (%) of pupil premium eligible pupils	20.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3. This is the 1 <sup>st</sup> year of the new 3 year cycle.
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Peter Hillier (Headteacher)
Pupil premium lead	Alex Taylor
Governor / Trustee lead	Kelly Lee

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£128,775
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£128,775

# Part A: Pupil premium strategy plan

## Statement of intent

At Parkdale Primary School, we are committed to ensuring that every child, regardless of background or circumstance, achieves their full potential. We recognise that pupils eligible for Pupil Premium may face barriers to learning that can affect their academic progress, attendance, wellbeing and access to wider opportunities. Our Pupil Premium Strategy is, therefore carefully designed to remove these barriers, close attainment gaps and support all disadvantaged pupils to thrive both academically and personally.

Our intent is to use Pupil Premium funding strategically, responsively and transparently to deliver high-quality teaching, targeted academic support and encourage a strong culture of belonging and aspiration. We focus on early identification of need, timely intervention and personalised provision, where possible, alongside quality curriculum development in line with whole school development priorities.

We aim to:

- Raise attainment and accelerate progress in reading, writing and mathematics and close the attainment gap between advantaged and disadvantaged pupils.
- Improve attendance, punctuality and engagement in learning
- Support pupils' emotional wellbeing, resilience and self-confidence
- Remove barriers to participation in enrichment, cultural experiences and wider school life
- Strengthen family engagement and partnerships to support learning beyond the classroom

Through high expectations, inclusive practice and evidence-informed approaches, we are committed to ensuring that Pupil Premium pupils develop the skills, knowledge and attitudes they need to succeed in school and beyond, leaving Parkdale Primary School as confident, capable and aspirational learners.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Outcomes</b></p> <ul style="list-style-type: none"><li>• Very few disadvantaged children achieve Greater Depth combined.</li><li>• Writing at Greater Depth is an area disadvantaged children struggle to achieve.</li><li>• Attainment is improving for disadvantaged children across school but the gap is not narrowing as quickly or as much as may be possible and works needs to continue here with curriculum planning, adaptations</li></ul>

	and interventions to reduce the gap further with a view to removing the gap completely.
2	<p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>Historically &gt;50% of disadvantaged Children have less than 97% attendance and attendance continues to be lower for disadvantaged than non-disadvantaged with numbers below National Average for this group despite the gap narrowing over the last couple of years.</li> <li>The majority (but not all) of our persistent absentees have been children eligible for Pupil Premium funding.</li> </ul>
3	<p><b>Communication &amp; Language</b></p> <ul style="list-style-type: none"> <li>Children starting school from disadvantaged backgrounds in our community often have lower than average speech and language skills for a variety of reasons. Additionally, a significant number of disadvantaged children also have SEN with the prominent area being communication &amp; interaction. This year's early results show that 67% of Reception's disadvantaged children are not likely to achieve GLD In Speaking or Listening/Attention/Understanding versus 16%/20% of their non-disadvantaged peers.</li> <li>A greater number of children starting at Parkdale this year in Nursery and Reception, including those eligible for Pupil Premium or from disadvantaged backgrounds but not specifically eligible for Pupil Premium have English as an Additional Language (EAL) 57% in Nursery 2 and 41% in Reception overall</li> <li>43% of whole school children in receipt of Pupil Premium also have English as an Additional Language.</li> </ul>
4	<p><b>Looked After children and Post Looked After children</b></p> <ul style="list-style-type: none"> <li>With a greater number of Looked After Children and Post Looked After Children in school this group now accounts for 10% of the total Pupil Premium cohort. This increases the number of children in school with significant levels of trauma as well as attachment difficulties.</li> </ul>
5	<p><b>Wellbeing, Involvement &amp; Belonging</b></p> <ul style="list-style-type: none"> <li>The Social Emotional Mental Health of disadvantaged children is worse post Covid than it was previously given the nature of current cost of living issues facing the local community. Our disadvantaged children sit predominantly 'on par' with non-pupil premium children when assessed by teachers using the Leuven Scale for both wellbeing and involvement. It is important that this is not allowed to slip and the support in place alongside a specific well-being curriculum continues to support ALL children with specific focus on those being more vulnerable.</li> <li>It is important that children with less opportunity for life experience do not feel inferior to their peers when it comes to subject knowledge and lived experiences as this reduces their sense of belonging alongside their peers. A curriculum that is rich in vocabulary, practical experiences and opportunity to adapt curriculums and their delivery to take into account local context is important to foster a sense of belonging among all children.</li> </ul>
6	<p><b>Writing and transcription</b></p> <ul style="list-style-type: none"> <li>Children starting Nursery and Reception from disadvantaged backgrounds arrive with reduced fine motor skills, reduced ability to write fluently at age related levels and continue into year one with reduced transcriptional fluency than their peers. Over time this can lead</li> </ul>

	to a lack of engagement in writing, reduced confidence and lower outcomes in writing throughout their school years. Current results for Reception show that 83% of disadvantaged children have fine motor skills below age related levels as opposed to just 20% of their non-disadvantaged peers.
7	<p><b>Maths Fluency</b></p> <ul style="list-style-type: none"> <li>Over time the general results for the Year 4 MTC show that non-disadvantaged children outperform pupil-premium children significantly. With the exception of 2 years ago the % of children achieving a pass is over twice as many for non-PP children as it is for children in receipt of Pupil Premium.</li> <li>In Year 6 SATS results last year the percentage of children NOT achieving EXS in Maths was significantly higher for disadvantaged children (43% v 16%)</li> <li>In Reception this year, 67% of disadvantaged children are not achieving GLD in Maths so far this year as opposed to 18% of their peers.</li> </ul>

## 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
<i>ALL Pupil Premium Children, that do not have a previously identified SEN that provides additional barriers to learning, will achieve at least EXS in all areas and those achieving Greater Depth in 1 or more areas will achieve Greater Depth combined.</i>	<ul style="list-style-type: none"> <li>End of year assessments will show year on year improvements in outcomes, demonstrating continued improvement and progress.</li> <li>Children will achieve Greater Depth in writing where they have previously been EXS consistently</li> <li>The gap in attainment levels between disadvantaged children and non-disadvantaged children will reduce further, year on year.</li> </ul>
All Pupil Premium children not absent for medical appointments will achieve 97% attendance or higher through continued and sustained support and challenge by the Attendance / Pastoral Lead	<ul style="list-style-type: none"> <li>Closing of the attendance gap between disadvantaged and non-disadvantaged pupils.</li> <li>The number of persistent absentees will reduce overall and the gap between persistent absentees from disadvantaged pupils will be closer to / in line with those from non-disadvantaged backgrounds.</li> </ul>
To support and improve outcomes for children with either a communication / language delay or with English as an additional language to enable them to achieve GLD in Reception and go on to achieve Expected levels of achievement in	<ul style="list-style-type: none"> <li>GLD outcomes for children in Reception will demonstrate similar levels of achievement for disadvantage children as non-disadvantaged.</li> </ul>

<p>reading and writing in KS1 and KS2. To achieve and then sustain high levels of oral language and vocabulary skills for disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• Oracy skills and Reading fluency will demonstrate sustained and improved achievements to narrow the gap between disadvantaged and non-disadvantaged pupils.</li> </ul>
<p>School will show a trauma informed approach to supporting children from LAC and PLAC backgrounds acknowledging that children from disadvantaged backgrounds (as well as those from non-disadvantaged backgrounds) are also likely to experience trauma which may affect their ability to regulate, engage and achieve.</p>	<ul style="list-style-type: none"> <li>• The Wellbeing and Involvement assessments for children from all backgrounds will demonstrate high or very high levels when assessed using the Leuven Scale.</li> <li>• Children who are known to have ACES or previous trauma will be supported through either in-school pastoral support or be able to access external support where they require additional, expert support.</li> </ul>
<p>The wellbeing of children in receipt of Pupil Premium will be exceptionally supported within school without the need for outside agencies unless specific, expert support is required (see above). The sense of belonging for all pupils should be high across school but there should be no difference between the sense of belonging felt by a disadvantaged child to that of their non-disadvantaged peer.</p>	<ul style="list-style-type: none"> <li>• The Leuven Scale Wellbeing &amp; Involvement scores will show parallel results for both disadvantaged and non-disadvantaged pupils.</li> <li>• Participation in class discussions, class activities, enrichment activities and inter-school activities should be the same for all children across school regardless of levels of disadvantage.</li> </ul>
<p>To achieve and subsequently sustain, at least, 'Expected' levels of attainment in writing for all children including those from disadvantaged backgrounds by supporting writing and transcription skills alongside vocabulary (as above)</p>	<ul style="list-style-type: none"> <li>• Children will develop their fine and gross motor skills in a variety of ways to support mark making and writing skills.</li> <li>• Children will be able to use their oracy and vocabulary skills to underpin their writing fluency to improve outcomes in F2 and beyond into KS1 and KS2.</li> </ul>
<p>To improve high quality teaching and adaptations knowledge and skills of Teaching and Teaching Assistant staff to support the arithmetic and mathematical development of disadvantaged pupils to raise attainment and narrow the gap across school.</p>	<ul style="list-style-type: none"> <li>• Outcomes for children from Nursery through to KS2 will show a narrowing of the gap for Maths results.</li> <li>• Adaptations will be monitored across school (with specific focus on EYFS and KS1) to ensure that children have access to a broad range of learning opportunities to develop their mathematical understanding.</li> </ul>

## Activity in this academic year

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

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

Budgeted cost: £69,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision of dedicated Speech and Language Therapist fortnightly.</p> <p>CPD for staff to introduce and embed the use of NELI to assess and support communication a</p> <p>Provision of a dedicated qualified teacher to provide quality class cover for as many known absences and unknown absences as possible.</p> <p>Continued use of Oracy Toolkit to sustain language and vocabulary development skills.</p> <p>Continued use and embedded practice of Word Aware scheme.</p>	<p>EEF Communication &amp; Language approaches offer guidance on low-cost, high-effect strategies but estimate a 7+ month impact time. We are able to have a swifter impact with an in-house SALT in combination with the suggested strategies which enables improvements earlier in the year.</p> <p>The Nuffield Early Language Intervention (NELI) is supported by EEF research and is a targeted, evidence-based programme used to improve pupil's oral language skills.  <a href="#">Nuffield Early Language Intervention Scale Up Impact Evaluation   EEF</a></p> <p>EEF – pupils that have a good relationship with their teacher are likely to have more consistent good behaviour which in turn leads to improved learning opportunities.            Having cover teachers that already know the children, know the expectations and behaviour policy enables more effective behaviour management and teaching.  <a href="#">EEF blog: Supporting high-quality interactions in early years   EEF</a></p> <p><a href="#">High-quality interactions   EEF</a></p>	<p>1, 3, 6</p>
<p>Continued CPD on Adaptive Teaching Practice to embed the Transform Trust Adaptations Toolkit.</p>	<p><a href="#">Adaptive teaching in practice:   EEF</a></p>	<p>1 to 7</p>

<p>Release time for teachers to attend focussed Pupil Progress Reviews looking at adaptations for disadvantaged and vulnerable groups.</p>	<p><a href="#">Moving from traditional differentiation to adaptive teaching: A case study : My College</a></p>	
<p>Provision of additional Nurture, ELSA and Social Skills session overseen by newly qualified Mental Health Lead (Pastoral Lead)</p> <p>Pastoral Lead has attended and now qualified as Mental Health Senior Lead training, and will cascade skills to specifically allocated Teaching Assistants to support children in school especially around aspects of resilience and emotional literacy.</p> <p>Pastoral Lead and SENCO will run parent support groups that will support parents in addressing a range of needs that will support the children's emotional wellbeing e.g. sleep, diet, behaviour, strategies to support overall wellbeing etc.</p> <p>CPD for Teaching Assistant to train in Lego Therapy.</p> <p>Provision of Teaching Assistant to deliver focussed nurture support to key children.</p>	<p>Children who feel supported in school and have their needs met are more likely to be able to engage in learning as well as increasing their sense of belonging in school as a safe place to be.</p> <p><a href="#">Maslow's Hierarchy in Education: Meeting Student Needs</a></p> <p>There is strong research that supports the view that when parents feel engaged with school they are better able to support their child leading to better academic achievement. If parental support also includes wellbeing for their child this increases the chances of better school engagement and achievement as well.</p> <p><a href="#">Parental engagement   EEF</a></p>	<p>1 to 6</p>

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

Budget costs: £21,578

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Skilled Teaching assistant provide specific targeted intervention areas (NELI, Oracy, Maths)</p> <p>Additionally trained ELSA and dedicated Nurture sessions to ensure these are timetabled and take place regularly with targeted groups.</p>	<p>EEF Effective use of TA's. <a href="#">Deployment of Teaching Assistants   EEF</a></p> <p>Targeted interventions and support to pre-teach and over teach where required improves outcomes for our children.</p> <p>Structured interventions will happen inside and outside of the classroom during subject specific time to meet the needs primarily of children in receipt of PP but will include children not in receipt of PP where they share the same need. This will support the delivery of High Quality teaching by the teacher and not an alternative to it.</p> <p>Additional support will be provided outside of core curriculum teaching time to cover social and emotional support – see above.</p> <p><a href="#">Social and emotional learning   EEF</a></p> <p>Trauma Informed Teaching Strategies (acknowledging that deprivation and bereavement are classed as possible childhood traumas) <a href="#">Principles of Trauma Informed Practice</a></p>	<p>1,3, 6, 7</p>
<p>Consider the introduction of Flash Academy to assess new-to English learners and provide support ideas and strategies for teachers.</p>	<p><a href="#">FlashAcademy®</a></p> <p>There is evidence to show that Flash Academy can increase the rate of learning for EAL pupils to secure one or more proficiency grades when assessed against Bell criteria by 45% compared to 18% as a National Average. <a href="#">Customer Success Stories - FlashAcademy®</a></p>	<p>1, 3 and 6</p>
<p>Provision of targeted writing support for all of Early Years into Year 1 through Squiggle me a Writer scheme to ensure sufficient focus</p>	<p><a href="#">Squiggle Early Writing Programme Overview</a></p> <p><a href="#">Write from the start   EEF</a></p>	<p>1 and 6</p>

on both gross and fine motor skills for pre-writing skills through to emergent and developing writers.		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £37,597

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of Pastoral Lead who is also the Attendance Officer to provide a holistic approach to attendance management.	Having a dedicated single point of contact for attendance and pastoral support of both children and parents has helped us understand the barriers to families attending school on a timely and regular basis, support has been put in place with outside agencies to support those families with their consent which has led to improved attendance in previous years. <a href="#">Build a holistic understanding of pupils and families, and...   EEF</a>	2, 5
Provision of Pastoral Lead	Having a dedicated Pastoral Lead who is also ELSA trained supports children primarily but not exclusively in receipt of Pupil Premium to address emotional well-being issues and SEMH needs which would otherwise prove a barrier to accessing learning and achieving academically <a href="#">ELSA Support Reviews, Feedback and Testimonials</a>  The ELSA training is supported by ongoing network attendance and peer support & supervision through the Local Authority Education Psychologist.	1 to 7
Funding for school trips to ensure all children can attend all school trips to ensure children in receipt of PP do not feel left out and marginalised, it enables them to feel part of the whole class and	. <a href="#">New research reveals positive link between enrichment and tackling the school attendance crisis   Centre for Young Lives   Press Release</a>	1, 2, 3, 6 and 7

<p>ensures they receive the same variety of experiences and educational opportunities as their peers. It provides opportunities to build social skills, language development, confidence and put into context class based learning.</p>		
<p>Provision of trained Play workers for Lunchtime</p>	<p>Support for children who find unstructured times challenging and struggle to maintain friendships and / or struggling with periodic emotionally challenging circumstances.</p>	<p>5</p>

**Total budgeted cost: £ 128,775**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

*ALL Pupil Premium Children, that do not have a previously identified SEN that provides additional barriers to learning, will achieve at least EXS and those achieving Greater Depth in 1 or more areas will achieve Greater Depth combined.*

This Outcome was not fully achieved although attainment improved in the majority of year groups with some year groups seeing Pupil Premium percentages attain higher than non-Pupil Premium peers. This was predominantly the case with Reading scores in 3 year groups (2, 3 and 4) and Writing in year 2 and 4.

The focus this year was predominantly on reading and the interventions would appear to have had a positive impact as seen by the improvements above. However, there has been a less positive impact with Maths so whilst the focus on reading has helped it has come at the detriment of attainment in Maths in 4 year groups where results have declined from last year. In order to avoid a yo-yo effect of improving one area over another we need to look at a consistent approach to improving attainment across both English and Maths so one is not at the detriment of the other.

*All Pupil Premium children not absent for medical appointments will achieve 97% attendance or higher through support and challenge of the Attendance / Pastoral Lead.*

Attendance towards the Summer Term improved significantly for pupil premium children and the start of the Autumn Term 24/25 has seen a stronger start. At the end of the Summer term attendance for Pupil Premium children was still below National Average at 92.7% whereas non-PP attendance was 94.8% and just above National Average. The number of children achieving 95% or above was 40% PP versus 56.2% non-PP.

The averages are somewhat skewed though by a very small minority of Pupil Premium children with significantly low attendance (70 – 80%) which impacts the overall figure. These children have received support for the family from our Attendance & Pastoral Lead and whilst there have been a couple of real success stories, there remains a couple of children who continue to reduce the figures significantly. On-going work between the Pastoral Lead and the family as well as referral to local services has been put in place and their attendance is improving.

For an increasing number of children in receipt of PP their attendance is 97% or above but we need to ensure we maintain this steady increase in attendance and will continue to obtain pupil voice and parental voice to ascertain the individual reason for lower attendance is there is no specific, single reason currently for this.

*Parental Engagement with children's homework and reading will improve.*

Having reviewed parental engagement in reading via the homework/reading diaries it is clear that there has been a small and steady increase in the amount children are reading at home. This could be the method of recording (now digital) has made that easier for parents to record it as well as an actual increase in actual completion.

Anecdotally, it is also believed parents prefer the 'menu' option for homework that we switched to this year as they are able to talk to their child about what homework they want to complete and in what way. The parent survey would seem to support the continuance of the menu style homework and this will continue into next academic year.

*Reading for pleasure will be improved across all children*

This is difficult to quantify in terms of whether children actually enjoy reading more and whether they genuinely read for pleasure rather than because they 'have to'. However, pupil voice would indicate that having a range of methods via which they can read has increased their willingness to read. For example, having comfortable and inviting reading corners has led to an increase in the number of children choosing to use the areas during 'free time'. They also talk about liking digital resources such as Epic which allows them to access a wider range of texts being much more appealing and discussions between peers happens frequently in classes across school about what they are reading.

Children report that they like the ability to read the same thing as their friend at the same time (via a digital resource) and discuss it with each other as they read. This ability to discuss a text and share a joy of the story or text (when factual) has led to an increase reading for understanding as well which can be seen in the increased reading attainment scores across school.

The new library and new collection of engaging and quality texts has also created a lot of excitement across school and children talk about wanting to visit the library.

Children will achieve Greater Depth in writing where they have previously been EXS consistently.

This is still an area of ongoing development and we have not seen a big increase in the number of children in receipt of PP achieving Greater Depth at writing although there have been small increases in years 3, 5 and 6 where we have seen a handful of children achieve GDS at writing where previously they were EXS.

There will continue to be a focus on securing the skills needed to achieve GDS in writing although we have identified that, as a school, we are very strict when it comes to applying the rules for grading writing at GDS and we will continue to refine our approach to using a range of opportunities to identify children who are (or could be) GDS. This could be taking examples of writing from other subject areas to support the view that they are a Greater Depth writer and looking holistically across all writing opportunities rather than just key independent English writing tasks.

*The wellbeing of children in receipt of PP will be exceptionally supported within school without the need for outside agencies.*

The number of children referred to either CAMHS or MHST reduced this year and our involvement with the MHST pathway was at risk of being removed because of the small number of referrals. Fortunately, we have been able to retain membership of the scheme by including them in other areas of what we offer parents and children e.g. parent workshops so that when we do find ourselves unable to offer support internally we still have that option.

A number of disadvantaged children have received ELSA support this year but have also been well supported through Lego Therapy, Play therapy and nurture sessions. These sessions have included both PP and non PP children but were established specifically to support the needs of identified children (in receipt of PP) to boost confidence, improve social skills and teachers have reported that skills developed during these sessions has transferred into class and playtimes, negative behaviours have increased and their engagement in learning has increased. Pupil voice indicates that the children enjoyed and benefitted from these sessions and they could see how e.g. their Lego therapy session had helped them to work with others – they were able to articulate that when asked what benefit the sessions might have had.

During the year we looked at identifying an additional member of staff to attend the ELSA training so that we could increase the number of TAs able to offer this. A member of staff was identified and the training was identified. However, it became clear that the new academic year would present challenges in terms of availability of TAs to offer ELSA support as there was a significant increase in SEN requiring more 1:1 work from TAs. This meant the additional member of staff would not be free to run ELSA sessions as well so the training has not taken place.

We will continue to support children through the Pastoral Lead though who retains her ELSA status but we will be reducing from 2 to 1 rather than increasing from 2 to 3.

The new year will also see a reduction in the ability to run the Lego therapy and play therapy sessions but we will look at ways to compensate for this where possible.

Children will continue to progress at at least the same rate if not accelerated rates through upper KS1 and lower KS2.

Attainment is improving across the majority of year groups in the majority of subjects – with Maths now remaining an area for additional focus. This is positive and encouraging. However, the gap between disadvantaged and non-disadvantaged is not closing at the same rate. There is still work to do to help close the gap as well as maintain the level of increased attainment.

## **Externally provided programmes**

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Service pupil premium funding (optional)

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

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

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*