



## Pupil premium strategy statement – Park Street 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	144
Proportion (%) of pupil premium eligible pupils	16.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	<b>2024-2025</b> 2025-2026 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Monique Gregory
Pupil premium lead	Carly Tominey
Governor / Trustee lead	Ruth Ward

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34330
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£34330</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At Park Street, we are committed to nurturing the potential of every child, regardless of their background or circumstances. We endeavour to provide a supportive, inclusive, and aspirational environment that enables all pupils to flourish academically, socially and emotionally.

We recognise that disadvantaged pupils often face unique barriers to success, and our approach is designed to support the whole child, addressing both their academic needs and their personal development. Our approach specifically aims to:

- Narrow the attainment gap between disadvantaged pupils and their peers, especially in core subjects such as English and maths.
- To foster high aspirations and confidence in all disadvantaged pupils, equipping them with the skills and resilience necessary for future success.
- To address barriers to learning, including academic, social-emotional, and attendance-related challenges, ensuring all pupils can access and benefit from a broad, balanced and enriching curriculum.
- Providing access to extra-curricular activities, school trips, and cultural experiences to help disadvantaged pupils develop cultural capital, raise aspirations, and broaden their life experiences.

The targeted and strategic use of the Pupil Premium Grant (PPG) will support us in enabling disadvantaged pupils to leave Park Street as confident, resilient individuals, ready to thrive in the next stage of their education and beyond.

### Challenges

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

Challenge number	Detail of challenge
1	Low academic starting points ( <i>communication and interaction</i> )
2	Attendance and punctuality issues
3	Multiple vulnerabilities/barriers to learning. (SEND, P/LAC or CIN/CP need)
4	Social and emotional difficulties
5	Lack of cultural capital

## 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
<p>All disadvantaged pupils benefit from consistently high-quality teaching that supports their academic progress and closes attainment gaps.</p>	<p>Lesson visits and learning walks demonstrate consistent use of evidence-based teaching strategies.</p> <p>Internal and external data show a reduction in attainment gaps in core subjects between disadvantaged pupils and their peers.</p> <p>Pupil books reflect high expectations, regular feedback, and evidence of progress.</p>
<p>Disadvantaged pupils make good progress in communication and interaction skills, enabling them to engage effectively with the curriculum.</p>	<p>Increased percentage of pupils meeting age-related expectations in speaking, listening, and comprehension by the end of the academic year.</p> <p>Regular assessment shows steady progress in speech, language, and communication through targeted interventions (e.g. speech therapy or language enrichment programs).</p> <p>Observations and pupil voice demonstrate improved confidence in verbal interactions.</p>
<p>Improved overall attendance for disadvantaged pupils and persistent absenteeism is reduced.</p>	<p>Persistent absence rates for disadvantaged pupils are reduced to below 10%.</p> <p>Daily monitoring and follow-ups show improvements in punctuality.</p> <p>Parent engagement initiatives result in improved family cooperation in supporting regular attendance.</p> <p>Attendance for disadvantaged pupils gradually aligns with national average</p>
<p>Pupils with multiple vulnerabilities receive personalised, integrated support to address their needs and participate fully in learning.</p>	<p>Targeted pupils show progress in individual plans or personal targets.</p> <p>All relevant pupils have access to external agency support, and services (e.g., educational psychology, social care) are actively engaged.</p> <p>Positive feedback from pupils, parents, and staff regarding the effectiveness of interventions.</p>
<p>Pupils develop resilience, self-regulation, and emotional well-being, enabling them to engage positively with peers and staff.</p>	<p>Reduction in behavioural incidents involving disadvantaged pupils.</p> <p>Assessments (e.g., Strengths and Difficulties Questionnaire) show improvements in emotional well-being.</p> <p>Increased engagement in learning, as evidenced by observations and teacher feedback.</p> <p>Participation in nurture groups and pastoral support leads to measurable improvements in confidence and relationships.</p>

<p>Disadvantaged pupils experience a broader range of cultural, social, and educational opportunities, enriching their learning and aspirations.</p>	<p>All disadvantaged pupils participate in extra-curricular activities, trips, or enrichment opportunities to broaden horizons.</p> <p>Pupil surveys/voice indicate increased awareness and enjoyment of cultural and educational experiences.</p> <p>Teachers report greater pupil engagement in class discussions and tasks linked to these experiences.</p> <p>Increased parental engagement in cultural and learning events, with positive feedback on the school's inclusivity.</p>
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### 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: £17550

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further develop evidence-based teaching and learning strategies through high quality professional development</p>	<p><a href="#">EEF Guidance report – Effective professional development</a></p> <p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p> <p>To improve pupil outcomes, careful attention should be paid to how PD is designed.</p>	<p>1, 2, 3, 4, 5</p>
<p>Strategic leadership of Pupil Premium including development of PP strategy and individual plans, monitoring, analysis of data and reporting.</p>	<p><a href="#">EEF Guidance to Pupil Premium</a></p> <p>Effective use of funding is closely linked to strong leadership and a clear understanding of pupil needs. Annual external data and termly internal data is analysed by SLT and all teachers. The analysis will be used to identify and plan interventions for every PP pupil across the school. Interventions need to be led, monitored, measured and costed for impact.</p>	<p>1, 2, 3, 4, 5</p>
<p>Embedding the new phonics scheme following a change.</p>	<p><a href="#">EEF Toolkit - phonics</a></p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	<p>1, 3, 4</p>

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

Budgeted cost: £7350

Activity	Evidence that supports this approach	Challenge number(s) addressed
TAs to support high-quality provision within the classroom or delivering structured interventions	<a href="#">EEF Toolkit – Teaching Assistant Interventions</a> Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.	1, 3, 4
Targeted interventions to support language development (WELLCOMM)	<a href="#">EEF Toolkit – oral language interventions</a> The average impact of Oral language interventions is approximately an additional six months’ progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.	1, 3, 4
ELS Targeted interventions (phonics)	<a href="#">EEF Toolkit - phonics</a> Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.	1, 3

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

Budgeted cost: £9469

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly use of a Behaviour & Emotional Support Worker to support children in need to enable them to thrive at school.	<a href="#">EEF Toolkit – Behaviour Interventions and Social and Emotional Learning</a> The average impact of behaviour interventions is four additional months’ progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.	1, 3, 4

Weekly targeted Forest School Nurture Groups developing resilience, communication and teamwork skills.	<a href="#">EEF Toolkit – Social and emotional learning</a> The average impact of successful SEL interventions is an additional four months’ progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.	3, 4, 5
Use of a Family Support Worker to work alongside and offer more sustained and intensive support for families where needed, including attendance support.	<a href="#">EEF Toolkit- parental engagement</a> Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.	2, 3, 4
Continue to embed a whole school therapeutic approach to behaviour through training	<a href="#">EEF Guidance report- Improving behaviour in schools</a> Whole school approaches can promote inclusion, improve school culture, engender positive role models, and clarify organisational principles, ultimately improving the school for staff as well as pupils; thus, a comprehensive behaviour strategy might, in time, expect to see an impact on wide-ranging measures such as pupil and staff attendance and wellbeing	4
Attendance support strategies including workshops and meetings	<a href="#">EEF Toolkit- parental engagement</a> Pupils from socio-economically disadvantaged backgrounds were nearly twice as likely to be persistently absent than their classmates. With clear links between poor attendance and poor attainment and behaviour, tackling persistent absence is an important part of improving outcomes for all pupils.	2
Pastoral Lead/Mental Health Champion offering one to one support and Protected Behaviour sessions for children who need it	<a href="#">EEF Toolkit – Social and emotional learning</a> Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.	1, 3, 4
Subsidising or offering free school services including trips and clubs.	<a href="#">EEF Toolkit – Arts participation</a> Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.	4, 5

Total budgeted cost: £34369

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium strategies had on pupils in the 2023 to 2024 academic year.

-Targeted interventions for specific groups led to progress being made, particularly in core areas.

End of key stage pupil outcomes for disadvantaged pupils:

R (67% GLD- in line with non-disadvantaged peers)

Y2 50% (R, W, M)

Y6 50% (R, W, M)

-Through the development of the school's therapeutic approach to behaviour, there has been an improvement in pupils' emotional regulation. The school has created a nurturing environment where children felt supported, leading to fewer behavioural incidents and increased engagement in learning.

-High-quality CPD has empowered staff with more skills and strategies to address the needs of disadvantaged pupils effectively. Teachers demonstrated greater confidence in implementing a range of approaches to delivering the curriculum effectively, contributing to improved teaching quality across the school.

- Personal development continued to be prioritised. Many interesting activities and opportunities enriched pupils' experience. Pupils took part in a wide range of clubs including street dance and Ninja warriors thus ensuring that disadvantaged pupils were supported holistically, not only academically but also in terms of their social and emotional development.

- Pupil Premium progress discussions further sharpened teacher assessment to identify where specific needs were emerging.

-Pastoral lead training/work in addition to targeted VISTA support for vulnerable pupils continued to enable an improvement in mental wellbeing and academic focus.

-Feedback from parents indicated how effective communication has enabled them to keep informed about their child's progress and the support available. They also shared that regular updates and meetings made them feel included in their child's learning journey and increased understanding of how to support at home.

### Externally provided programmes

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

Programme	Provider
Family worker/Behaviour & Emotional Support Worker	Vista