

Pupil premium strategy statement

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

School overview

Detail	Data
School name	Parkfield Primary School
Number of pupils in school	437
Proportion (%) of pupil premium eligible pupils	13.04% (57 chn)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3 years (Year 2/3)
Date this statement was published	September 2024 <i>Edited in September 2025</i>
Date on which it will be reviewed	September 2026
Statement authorised by	Mr Gareth Jones
Pupil premium lead	Mrs Donna Mitchell
Governor / Trustee lead	Mrs Nicky Foster

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,050
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£21,775
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£103,825

Part A: Pupil premium strategy plan

Statement of intent

At Parkfield School, our aim is to enable children from disadvantaged backgrounds to meet or exceed their age-related expectations. We will do this by providing these children with first class teaching and high-quality interventions.

As well as thriving academically, we also strongly believe that children's social, emotional and mental health (SEMH) plays a part in their learning and so at Parkfield we also want to ensure that children from disadvantaged backgrounds have SEMH support at school if they require it and that they feel part of Parkfield's community.

Challenges

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

Challenge number	Detail of challenge
1	Lower academic results in Reading, Writing and Maths (KS1) and writing and maths at KS2
2	Social, Emotional and Mental health is low in PP/FSM families
3	Low attendance in PP/FSM group compared to school
4	Low income is a barrier to PP children taking part in extra-curricular activities and residential.

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>To increase attainment and progress of the PP children in Key Stage 2 with a key focus to diminish the difference in writing and maths between PP and non-PP children</p> <p><i>This will be measured through planning scrutinies, achievement of targets and by analysing data drops throughout the academic year. This will allow the</i></p>	<ul style="list-style-type: none">• An emphasis has been put on the core standards and the importance of Quality First Teaching within the classroom environment.• A new maths scheme has been implemented in 2024/2025 and is continue to be embedded in 2025/2026.• Using our school assessment programme, children's needs are identified and then the gaps are filled through intervention at each data drop to ensure targeted intervention occurs. In 2025/2026 we have bought into an assessment scheme to help improve our class assessments.

<p>Senior Leadership Team (SLT) to see if PP children are making progress with the extra support they are provided and allows changes to be made if needed to ensure interventions are effective.</p>	<p>The book banded books bought for Key stage 2 have shown impact in reading outcomes in KS2.</p> <ul style="list-style-type: none"> • We have purchased a PM Benchmarking kit to ensure all children are on the correct book band, to support KS1 and continue accurate progress in KS2. • Our ELSA continues to work full time as an ELSA to ensure she can support all SEMH needs quickly. This increases the children's self-esteem and self-confidence enabling them to be successful in the classroom. • A PP child log, which states what provision they are offered in class and outside of the class has been created to allow close monitoring of each PP child's needs. Also, our school 'data drops' enables SLT to see at a glance which PP children have not made the expected progress and therefore would benefit from a specific intervention. • Talk for Writing is used across the school to enable all children to achieve. <p><i>By the end of KS2 we would hope to see the following attainment: PP children to make the same or better than expected progress as non-pupil premium children in reading, writing and maths.</i></p>
<p>To increase the percentage of Pupil Premium children passing the phonics screening test so that it is in line with the Whole school's pass rate.</p> <p><i>This will be measured ultimately through the results obtained in June 2025/2026, however in-school assessments throughout the year will ensure those children who need specific phonics support will receive it. As a school, we are keen to increase children's phonics ability as it affects their progress in reading and writing in subsequent years.</i></p>	<ul style="list-style-type: none"> • An emphasis has been put on the core standards and the importance of Quality First Teaching within the classroom environment. • A PP child log, which states what provision they are offered in class and outside of the class, has been created to allow close monitoring of each PP child's needs. This is further supported by our school 'data drops' which enables SLT to see at a glance which PP children have not made the expected progress and therefore would benefit from a specific intervention. • Extra support has been put in place in EYFS classes to enable clear teaching of phonics to children throughout their EYFS year. This will help improve phonics and enable PP children to be successful readers from the very beginning of their school life. • NELI intervention has been purchased to support our learners. • A Phonics Coordinator has been appointed separately to the English Coordinator to ensure in depth analysis and support can be offered in phonics. <ul style="list-style-type: none"> • In 2023/24 92% of the cohort 'passed' the Y1 phonics screening. 100% of the PP children achieved the required standard showing the support in place is having a positive impact on outcomes and therefore the provision in place should be continued. In 2024/2025 93% of school passed PP phonics and 83% of pupil premium passed their phonics test. <p><i>By the end of KS1 we would hope to continue to see the following attainment: PP children to continue to make</i></p>

	<i>the same or better than expected progress as non-pupil premium children in the Y1 Phonics test.</i>
<p>To continue to increase the self-esteem and self-confidence amongst PP children.</p> <p><i>This will be measured through SEMH assessments such as the BOXALL, Strengths and Difficulties Questionnaire (SDQ) and the RCADS assessments providing start and end data for children who take part in specific interventions related to this target.</i></p>	<ul style="list-style-type: none"> • An emphasis has been put on the core standards and the importance of Quality First Teaching within the classroom environment. • Our ELSA is now working full time as an ELSA to ensure she can support all SEMH needs quickly. This increases the children's self-esteem and self-confidence enabling them to be successful in the classroom. • A part time Parent Family Support Advisor has been appointed • PFSA and ELSA rooms created so that children have a safe place to talk. <p><i>By the end of 2023/2024, 80.6% of the children who took part in an intervention linked to their SEMH needs showed increase self-esteem and self-confidence from their start data. In 2024/2025 75% reduced their SDQ scores.</i></p>
<p>To increase the attendance rates for pupils eligible for PP.</p> <p><i>This will be measured through analysing the end of year attendance levels however throughout the year, our attendance team meet fortnightly to analyse the current attendance levels so that early help can be put in place for families.</i></p>	<ul style="list-style-type: none"> • An 'Attendance officer' is employed to work with parents and monitor absentees. The officer sends letters reminding parents of the importance of 100% attendance with the aim of reducing the number of persistent absentees among pupils eligible for PP. • The 'Attendance team' meet regularly to discuss concerns and ways to support families who are becoming a concern. • Parents of PP children who have low attendance or are persistently late are offered place in the Swallows Club (wrap around care). • A part time Parent Family Support Advisor appointed • Achievement certificates for attendance (post-card home) are now embedded to promote an increase in attendance. <p><i>By the end of the academic year PP children will be in line with the National average of 96.5%</i></p>
<p>To support PP children in taking part in extra-curricular activities and residential, as low income families can find it a strain to support their children with these beneficial activities.</p> <p><i>This will be measured through analysing qualitative data gathered from the Pupil Premium children.</i></p>	<ul style="list-style-type: none"> • The Inclusion leader to meet with each PP child and discuss options for attending extra-curricular activities (10 sessions/termly club paid by school) • The PP document will show which children have taken this offer up. • Financial support for families with residential trips is offered • Part time Parent Family Support Advisor appointed • School holiday clubs (Premier Sports) offered to all vulnerable families for reduced cost. <p><i>By the end of the academic year each pupil premium child will have carried out an extra-curricular activity at school if this was something that interested them.</i></p>

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: £39,238

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointed PFSA part time Embed PFSA room ELSA fulltime role developed	Social, Emotional and Mental Health in children, especially after COVID-19, has increased and therefore having a member of staff who can support both the child and family, should improve mental health which ultimately enables children to learn which increases their academic success and thrive in a school setting.	3,4
Recap training and train new staff: <i>precision teaching</i>	Precision teaching is a methodology that is aimed at teaching and maintaining skills . This evidence-based method uses precise and systematic data-based decisions to maximise learning.	1,2
Update staff training: <i>Self-regulation and metacognition strategies</i>	Self-regulation and metacognition strategies involve learners monitoring and evaluating their own learning strategies. It has been found to be very effective at increasing attainment (EEF).	1,2,3
Update staff training: <i>Emotion coaching</i>	<i>Emotion coaching provides children with strategies to manage their emotions and therefore succeed even when stressful situations arise.</i>	1,2,3
Continue to develop the role of the Phonics leader.	<i>A specific leader of phonics will be able to ensure they are aware of students and offer specific advice and guidance. A specific phonics programme can also be developed.</i>	1,2

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

Budgeted cost: £19,587

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appointed PFSA part time</p> <p>Continue to develop PFSA role</p> <p>ELSA fulltime role developed</p>	See above	
Train all staff in precision teaching	See above	
<p>Develop ELSA room</p> <p>Continue to develop and evolve use of sensory room for children when they are feeling overwhelmed.</p>	<p>ELSA support enables children to regulate and manage their emotions, which ultimately means they can be successful in a learning environment. "It recognises that children learn better and are happier in school if their emotional needs are also addressed. This intervention is now widely implemented by educational psychologists across Britain." (About ELSA – ELSA Network)</p>	3
Recap training and train new LSA staff in Individual Literacy intervention (ILI) or spelling detectives	<p>Research has shown that this intervention can more than double the rate of progress (Individualised Literacy Intervention Training Support Services for Education)</p>	1
Phonics intervention 'catch up' is put in place for all children who are not at ARE.	<p>Phonics is the backbone of reading and writing and so ensuring that phonics is securely embedded for all children will mean that each child has a better chance at achieving ARE or higher as they move through the school.</p>	1,2
NELI programme – Continue to develop implementation in EYFS to support children with language and literacy.	<p>NELI is a Nuffield Foundation initiative and was developed by leading academics in the field of language and literacy development. The aim was to design an evidence-based early intervention programme that could be easily delivered by schools to address children's language needs. Several robust evaluations has led to NELI being the most well-evidence early language</p>	2,3

	programme available to schools in England.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
PFSA support	See above	
Children to attend SWALLOWS before/after school club	Homework can be done during this time enabling children to access any resources needed.	3,4,5
ELSA provision available	ELSA support enables children to regulate and manage their emotions, which ultimately means they can be successful in a learning environment. "It recognises that children learn better and are happier in school if their emotional needs are also addressed. This intervention is now widely implemented by educational psychologists across Britain." (About ELSA – ELSA Network)	3
Breakfast offered to those families in need	Children who eat a complete breakfast have been shown to work faster and make fewer mistakes in math problems and to perform better on vocabulary tests than those who ate only a partial breakfast. They also show improved concentration, alertness, comprehension, memory and learning (Breakfast and the Brain: How Eating Breakfast Impacts School Performance – Healthy Food Choices in Schools (extension.org)). It also supports families in our cost of living crisis.	1,2,3

Funding support for swimming, residential trips and holiday clubs	This will allow all children to participate fully in school life and therefore support their social and emotional needs.	4
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Total budgeted cost: £103,825

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 2023 to 2024 academic year.				
<u>YEAR 6: End of Year results</u>				
	Reading	Writing	Maths	Combined
All (64)	87% (ARE) 44% (GD)	79% (ARE) 12% (GD)	71% (ARE) 27% (GD)	66% (ARE)
PP(14)	92% (ARE) 57.14% (GD)	77% (ARE) 7.69% (GD)	63% (ARE) 14.28% (GD)	64.28%(ARE)
<u>YEAR 2: End of Year results</u>				
All (61)	75% (ARE) 20% (GD)	73% (ARE) 17% (GD)	83%(ARE) 27% (GD)	68.3% (ARE)
PP(9)	56% (ARE) 22.2% (GD)	56% (ARE) 11.1% (GD)	56% (ARE) 11.1% (GD)	55.5% (ARE)
<p>As can be seen from the table on the left, the achievement of Pupil premium children have achieved 20% below non-PP children. Interventions identified previously in this strategy will continue to be implemented to support closing the gap. KS2 shows a data shows the PP children are broadly in line with the outcomes of the cohort. This is due to the support that has been put in place from the Pupil Premium strategy.</p>				
<u>ELSA support</u>				
<ul style="list-style-type: none"> Strengths and difficulties Questionnaires used to show Start and End data for the intervention showed that 83.3% of children supported made progress with their social emotional and mental health as their SDQ score decreased. Of the 16.7% of the children who didn't make progress, one continued to have low self-esteem due to gender difference, one experienced a safeguarding concern which resulted in a significant change in circumstance which affected the score and one child went on for further referral resulting in an EHCP being allocated. 30% of children supported by our ELSA were on the PP register 				
<u>PFSA support</u>				
<ul style="list-style-type: none"> Strengths and difficulties Questionnaires used to show Start and End data for the intervention showed that 75% of children supported made progress with their social emotional and mental health as their SDQ score decreased. Within the 25% who did not show a decrease in score, 5% due to a child's parent's cancer diagnosis meant the child was still experiencing difficulties, 5% - a child's parent passed away, 5% went on to be supported by CAMHS, 5% were impacted by a safeguarding concern and 5% left. 55% of children supported by our PFSA were on the PP register and 10% were Service children. 				

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

<u>YEAR 6: End of Year results</u>					<u>Year 4: MTC</u>
	Reading	Writing	Maths	Combined	
All (64)	75% (ARE) 36% (GD)	84% (ARE) 25% (GD)	75% (ARE) 25% (GD)	58% (ARE)	2024/2025 ALL Y4 MTC 25 38% (National 34%) Y4 MTC 24+ 59% Y4 MTC 23+ 70%
PP(14)	63% (ARE)	64% (ARE)	54% (ARE)	47%(ARE) 2024/2025 PP Y4 MTC 25 50% (National 25%) Y4 MTC 24+ 63% Y4 MTC 23+ 63%
<u>YEAR 2: End of Year results</u>					
All (61)	85% (ARE) 43% (GD)	82% (ARE) 25% (GD)	88%(ARE) 27% (GD)		<u>Y1 Phonics 2024 2025</u> ALL 93% PP 83%
PP(6)	83% (ARE)	83% (ARE)	67% (ARE)		
<u>ELSA support</u>					
<ul style="list-style-type: none"> Strengths and difficulties Questionnaires used to show Start and End data for the intervention showed that 75% of children supported made progress with their social emotional and mental health as their SDQ score decreased. Half of the children who had support were either PP or FSM child. 					
<u>PFSA support</u>					
<ul style="list-style-type: none"> PFSA on maternity leave this year 					

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?	<i>Full time ELSA support</i>
What was the impact of that spending on service pupil premium eligible pupils?	<i>Children who worked with our ELSA were able to overcome barriers in their SEMH needs – data (above) demonstrated their Social Emotional and Mental Health score decreased on the 'Strengths and Difficulties' assessment tool used after an ELSA intervention.</i>

Further information (optional)

Service Families

The 'Inclusion team' within the school are now supporting service families. The team will continue to meet with service children and parents to gain a pupil and parent voice on how they feel Parkfield supports them. The inclusion team have a variety of ideas that will be implemented over the next couple of years to ensure this support is embedded and ensure children feel supported in Parkfield when a family member is deployed.