

Pupil premium strategy statement – Park Hill 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	414
Proportion (%) of pupil premium eligible pupils	8.5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Paul Griffin
Pupil premium lead	Ellie Swidryk
Governor / Trustee lead	Karen Dodd

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53.025
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£53.025

Part A: Pupil premium strategy plan

Statement of intent

When considering the use of Pupil Premium funding Park Hill Primary School has considered the context of the school and the challenges faced in the community, alongside relevant research. Common barriers to learning for disadvantaged children at Park Hill Primary School could be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. In some cases, there may also be complex family situations that prevent children from flourishing. High-quality teaching is at the heart of what we do, focusing on areas in which disadvantaged pupils require the most support. Park Hill focuses on support at an individual level where possible, whilst ensuring that all pupils will benefit. We aim to 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. We ensure that the Pupil Premium Lead analyses data regularly and coordinates support where needed; alongside this, subject leaders are aware of identified pupils. Using half termly data analysis and pupil progress meetings the needs of identified children are discussed with relevant staff and targets are considered.

Key Principles

- We ensure that teaching and learning opportunities meet the needs of all the 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.

Challenges

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

Challenge number	Detail of challenge
1	Across school, attainment in progress in Reading is good. However, assessments, observations and discussions with pupils suggest that

	disadvantaged pupils have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	Lack of vocabulary to draw on; poor sentence construction and application of grammar knowledge; restricted oral language and limited writing skills. Across school, progress and attainment in Reading is good, but progress and attainment in writing is not in-line with this. Assessments demonstrate that the attainment of Pupil Premium children is typically below that of non-Pupil Premium children.
3	Assessments indicate that maths attainment amongst PP children is lower than that of non-PP children. Assessments show that fluency of facts is not at automaticity and children struggle to make connections with their learning, applying what they know to new problems.
4	Less developed social and emotional intelligence in some Pupil Premium children (low self-esteem, anxiety, trauma). Some children are not in a position to make accelerated progress without additional nurturing support.
5	Hardship within some families – safeguarding issues, lower parental engagement, limited support for home learning, restricted life experiences, families struggling financially, low aspirations.
6	Some of PP children have a lack of cultural capital and enrichment opportunities outside of school. Some PP children have low aspirations due to a lack of life experiences and low stimulation outside of school.

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
Priority 1: To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in reading, writing and maths through high-quality first teaching and closely monitored intervention groups. Better teaching and directed support ensure that disadvantaged children keep up with their peers.	Data shows that PP children have accelerated their rate of progress in Reading, Writing and Maths. Increased percentage of children achieved expected in Reading, Writing and Maths in all year groups Attainment gaps between PP and non-PP are closing A focus on early reading strategies in EYFS and KS1 to improve reading attainment for PP children An increased reading for pleasure culture across school, especially for disadvantaged pupils Daily 'basic skills' sessions to leading to better attainment in arithmetic especially All relevant EYFS and KS1 staff have received training to effectively deliver the 'Read, Write Inc' phonics programme

	'Ready, Steady, Write' processes are embedded across school which leads to an increase in Writing attainment All relevant staff to receive training to effectively teach maths using a 'Teaching for Mastery' approach which leads to an increase in Maths attainment
Priority 2: A high proportion of our disadvantaged pupils make or exceed nationally expected rates of progress at the end of EYFS, KS1 and KS2.	All progress scores for disadvantaged pupils are in the positive range at the end of KS2 for Reading, Writing and Maths Quality First Teaching – CPD further strengthens pedagogy, particularly the use of AFL and feedback; scaffolding strategies and teacher modelling techniques Our SENDCO works with teachers to improve their capacity to support SEND and lower ability children, including strategies and resources relating to understanding barriers and addressing needs Targeted, impact measured interventions (1:1, small group, booster) for Reading, Writing and Maths to improve attainment
Priority 3: For all pupils to have improved resilience and aspirations through wider opportunities within an enhanced curriculum that will impact positively on learner behaviours and pupil outcomes (academic, social and emotional development)	Majority of disadvantaged pupils to take part in at least two after-school club each year All PP children reach their full potential; some exceed – more PP children are judged as working at GDS Positive emotional wellbeing and good mental health is promoted across the school community so that all pupils have high aspirations and positive self-esteem Trips, visits and clubs are subsidised so that disadvantaged pupils have the same experiences and opportunities as non-disadvantaged Our rich and engaging curriculum is enhanced by Forest School and 'Creative Club' provision which ensure that shared values are promoted and supports children's SEMH development Support throughout the school day for the most vulnerable learners which supports with their personal development
Priority 4: To address the academic, social, emotional and mental health needs of pupils who are most at risk of underachieving through support for our vulnerable families	For children with SEMH needs, accurate and timely identification along with careful monitoring of personal targets, support plans and bespoke provision enable these children to thrive SENDCO and Pastoral teams proactively engage with outside agencies to provide additional support and advice where appropriate with mental health and well-being

	Reduced absence of PP children so that they can achieve their targets Pastoral and SLT identify parents for additional support and work with them on strategies to support SEMH and strengthen parental engagement
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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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
To teach challenging and thoughtfully scaffolded lessons across all ability ranges, demonstrating the use of an appropriate range of teaching skills, strategies (including feedback) and resources that meet learners' needs, take account of diversity and promote equality and inclusion.	Sutton Trust found that, 'The effects of high- quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers Meta-Analysis of research by John Hattie breaks down quality teaching into: Pupils having clear goals/objectives; Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them. High quality teaching for all is the most important lever for improving outcomes (EEF Guide to Pupil Premium). Evidence to support the impact of quality first teaching. The EEF notes that feedback appears to have a greater effect on primary pupils (+7 months): Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)	
Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	

To address the specific needs of each child on an individual basis, to ensure that support and provision is personalised to meet the barriers to learning for each child.	Evidence to support the impact of quality first teaching and targeted support: • The EEF Guide to the Pupil Premium Evidence to support closing the gap: • Mark Rowland – Addressing Educational Disadvantage • EEF The Attainment Gap	
Budgeted cost: £ 17,711		
In class support: Support Staff effectively deployed to work specifically with disadvantaged pupils identified as requiring further support to close academic gaps in Reading, Writing and Maths.		

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. (Small group phonics intervention with HLTA across KS1 in addition to QFT class). Ensure all relevant staff (including new staff) have received training to deliver Early Reading and the phonics scheme effectively. To ensure that delivery of the validated RWI Phonics Scheme is monitored closely across EYFS and KS1 and pupils making below expected progress are identified in Pupil Progress Meetings.	EEF toolkit states that phonics interventions have a +4 months impact on the most vulnerable pupils. Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.	
Reading To promote a love of reading throughout school - create a welcoming and positive reading environment in each class and the library Early Reading in EYFS/KS1 – use detailed, sharp, ongoing assessment systems and recording processes to ensure teaching	EEF guidance report Improving Literacy in KS1 states that effectively implementing a systematic phonics programme has ‘very extensive’ evidence to suggest it will be effective. It states that progress should be monitored, lessons should be engaging and all staff should receive training.	

and texts are matched to need. Prioritising the hearing of the lowest 20% for daily reading. Fluency is considered alongside decoding before children progress through book bands. Once phonic knowledge is secure, KS2 interventions to have balanced focus on vocabulary development, reading fluency and comprehension skills. Closely track attainment and progress of disadvantaged pupils; AFL leads to be responsive and precisely targeted pre and post teaching. Teachers provide pupils with modelling/scaffolding/ steps to achieve them. Quality first teaching and intervention groups across all classes (catch up booster sessions and small group tuition). Target disadvantaged pupils using in house data analysis and provide 1:1 reading fluency practice, or group reading comprehension activities, in every year group to close the gap. Regular monitoring of Phonics and Reading provision.	Teaching reading comprehension strategies has a high impact for disadvantaged pupils for a low cost according to EEF toolkit (+6 months impact). It also has a 'very extensive' evidence strength as mentioned in the Guidance Report Improving Literacy in Key Stage 2. Developing pupils' language capability to support their reading and writing has 'extensive' evidence according to EEF Guidance Report Improving Literacy in Key Stage 2. This includes reading books aloud, vocabulary, structured questioning to develop comprehension and thinking aloud.	
Writing High quality CPD in 'Ready, Steady, Write' to develop staff skills in delivering appropriate learning strategies. Track closely attainment and progress of disadvantaged pupils – AFL leads to responsive and precisely targeted teaching. Teachers provide pupils with modelling/scaffolding/ steps to achieve them. Quality first teaching and intervention groups across all classes (catch up booster sessions and small group tuition) Target disadvantaged pupils using in house data analysis and provide opportunities to catch up and close gaps in every year group.	Sutton Trust found that, 'the effects of high- quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers Small group tuition having an impact of +4 months (EEF) Meta-Analysis of research by John Hattie breaks down quality teaching into: Pupils having clear goals/objectives; Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them. High quality teaching for all is the most important lever for improving outcomes (EEF Guide to Pupil Premium).	

Writing planning to follow the 'Ready, Steady, Write' steps in the teaching sequence; to be closely monitored by English Lead.		
Maths Establish small group Maths interventions for disadvantaged pupils falling behind age-related expectations. Track closely attainment and progress of disadvantaged pupils – AFL leads to responsive and precisely targeted teaching. Teachers provide pupils with modelling/scaffolding/ steps to achieve them. Quality first teaching and intervention groups across all classes (catch up booster sessions and small group tuition) Target disadvantaged pupils using in house data analysis and provide opportunities to catch up and close gaps in every year group. Maths delivery to be streamlined and tailored to securing fluency before introducing reasoning and problem solving to LA pupils. Minimise the number of strategies and methods taught for calculations. Continue to use manipulatives and modelling to secure knowledge of place value and other key numerical concepts.	Sutton Trust found that, 'the effects of high- quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers Small group tuition having an impact of +4 months (EEF) Meta-Analysis of research by John Hattie breaks down quality teaching into: Pupils having clear goals/objectives; Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them. High quality teaching for all is the most important lever for improving outcomes (EEF Guide to Pupil Premium).	
Ensuring national expectations for progress are met or exceeded Small group intervention with experienced Teachers/HLTAs and TAs in addition to QFT. TA deployment for small group tuition in Reading, Writing and Maths across all year groups. (Increase capacity of adults in EYFS and KS1 to provide a more favourable staff to pupil ratio, resulting in positive progress gains). Support staff to be class based for same day intervention: including pre and post teaching.	Sutton Trust found that, 'the effects of high- quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers Small group tuition having an impact of +4 months (EEF) Meta-Analysis of research by John Hattie breaks down quality teaching into: Pupils having clear goals/objectives; Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them.	

Class teacher to direct the learning of disadvantaged pupils and provide the majority of their teaching. QLA used to ensure and inform precision teaching. Train and support teachers and Learning Support Assistants with up to date/evidence-based training for quality first teaching/ small group interventions/ feedback (written and verbal) + 8 months progress (EEF Toolkit). Upskill support staff with appropriate approaches and pedagogy to teaching interventions. (SEND COS to lead). CPD with a focus on feedback and assessment and committing knowledge to long term memory. Termly PP Progress meetings - teachers and staff in year groups and cohorts to work as teams to identify and provide keep up support where identified.	High quality teaching for all is the most important lever for improving outcomes (EEF Guide to Pupil Premium). Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Small group tuition Toolkit Strand Education Endowment Foundation EEF EEF The Attainment Gap	
Budgeted cost: £ 17,183		
In class support: Support Staff effectively deployed to work specifically with disadvantaged pupils identified as requiring further support to close academic gaps in Reading, Writing and Maths. CPD for Teachers and TAs to support with meeting the needs of learners.		

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancing pupil's cultural capital To ensure the curriculum is balanced and carefully sequenced, and the Creative Curriculum allows opportunities for cultural development. To allow all disadvantaged children in the relevant year groups a subsidised residential.	Ofsted: Pupils enjoy and benefit from the trips they experience as part of their learning, including a memorable visit to the botanical gardens. They enjoy testing out their resilience on residential trips.	

To allow PP students to partake in visits free of charge which build on skills and knowledge from Creative Curriculum lessons and enhance Cultural Capital. To provide greater enrichment opportunities for disadvantaged pupils e.g. have themed curriculum days to deepen children's understanding of specific topic areas; use live theatre/performance to engage and enthuse learners and provide further enrichment opportunities; increase the range of visitors. Subsidise offsite trips, residential visits and extra-curricular activities to ensure there are no financial barriers to taking part. Ensure that disadvantaged pupils are offered the opportunity to represent the school at Sports Competitions.	The curriculum is ambitious and suitably broad. The school has organised the teaching of curriculum content in a way that enables pupils to build on their learning from Nursery to the end of Year 6. It is broken down into Inspection report: Park Hill Primary School 10 and 11 October 2023 2 appropriate small steps that help pupils develop their understanding over time.	
Improving attendance To identify pupils who are falling behind national expectations for attendance. Embedding principles of good practice set out in the DfE's Improving School Attendance advice. To provide tailored support for families with low attendance, working with the school's attendance team and key members of staff. (Early Intervention approach). Daily meet and greet.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. EEF research states that parental engagement has a +3 month impact on disadvantaged pupils. EEF toolkit states social and emotional strategies have a +4 month impact on disadvantaged pupils. KCSIE 2021 & NSPCC 'Statutory guidance in each nation of the UK highlights the importance of providing early intervention, rather than waiting until a child or family's situation escalates (DfE), 2018; Department of Health, Social Services and Public Safety, 2017; Early Intervention Foundation (EIF), 2018 - Providing timely support is vital. Addressing a child or family's needs early on can reduce risk factors and increase protective factors in a child's life.	
Working with vulnerable families and providing bespoke SEMH support	EEF research shows that a breakfast club offering a nutritious meal before school can boost outcomes by the equivalent of two months progress per year.	

Commission the services of professionals so that all PP children with complex learning and emotional, social or behavioural difficulties are supported towards successful outcomes and full inclusion (EP; SALT; assigned TA Intervention time; Forest School and/or Creative Club sessions; support from the school's Wellbeing Team). To enable children to engage fully in school life and feel healthy and well during the school day (support with uniform and/or sports kit; subsidise breakfast and after-school club; Dinner Arrears for vulnerable/none eligible FSM families facing hardship). Pastoral Team support identified parents to engage in their children's learning and support effectively at home. E.g. Ensure that pupils have regular routines including home reading, homework, spellings and with behaviour.	EEF research states that parental engagement has a +3 month impact on disadvantaged pupils. EEF toolkit states social and emotional strategies have a +4 month impact on disadvantaged pupils, KCSIE 2021 & NSPCC 'Statutory guidance in each nation of the UK highlights the importance of providing early intervention, rather than waiting until a child or family's situation escalates (DfE), 2018; Department of Health, Social Services and Public Safety, 2017; Early Intervention Foundation (EIF), 2018 - Providing timely support is vital. Addressing a child or family's needs early on can reduce risk factors and increase protective factors in a child's life.	
Budgeted cost: £ 18,131		
Support throughout the school day by Pastoral Team; roles developed to increase capacity HLTAs used to provide Forest School and 'Creative Club' provision which supports children with personal development and resilience. Increased staffing in EYFS and KS1 to support with SEMH needs, including development of bespoke lunchtime nurture provision. Support with uniform, trips and clubs either through subsidising or covering cost.		

Total budgeted cost: £ 53,025

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Assessment information for all Pupil Premium children at the start and end of academic year 2024-25 – ALL INFORMATION GIVEN IN PERCENTAGES %

During the 2024-25 academic year, the actions funded through the Pupil Premium were implemented to address the key challenges identified in our strategy: gaps in reading, writing and maths attainment, barriers in phonics and vocabulary, and social-emotional needs which were impacting learning.

Reading

	BLW	WTS	EXS	GDS
Autumn Term	42%	14%	36%	8%
Summer Term	23%	21%	46%	10%

Writing

	BLW	WTS	EXS	GDS
Autumn Term	40%	24%	32%	4%
Summer Term	31%	33%	33%	4%

Maths

	BLW	WTS	EXS	GDS
Autumn Term	34%	28%	36%	4%
Summer Term	33%	4%	42%	8%

Academic Attainment and Progress

Targeted small-group and 1:1 support in reading, writing and maths helped improve outcomes for many disadvantaged pupils. Based on our internal assessment data:

- The *percentage of disadvantaged pupils meeting expected standards* in reading, writing and maths increased compared with their starting points at key assessment points

- Phonics outcomes showed improvement for pupils receiving focused phonics support, narrowing the gap with peers.

Across most year groups, disadvantaged pupils made *expected or better progress* relative to their individual baselines.

Wider Academic Outcomes

Embedding high-quality first teaching strategies and CPD for staff strengthened classroom practice. This has been most evident in writing, following 'Ready Steady Write' CPD and regular moderation in school and as part of a consortia.

Attendance and SEMH

Attendance for disadvantaged pupils improved overall, reducing persistent absence compared with the previous year. SEMH support - including pastoral interventions and targeted small-group wellbeing work - contributed to better self-regulation and engagement in learning. Teachers reported fewer referrals for behavioural support among pupils involved in these programmes.

What next?

Although progress was made, gaps remain in some year groups' attainment. Next year we will:

- Embed regular progress reviews to adjust teaching and intervention more responsively throughout the year; closely tracking the attainment and progress data of disadvantaged pupils
- Develop reading provision for Y2-6 so that reading outcomes build on the strength of phonics attainment data at the end of Y1
- Streamline and clarify the number of strategies taught for calculation in maths; develop the use of manipulatives and pictorial models
- Continue to monitor and adapt SEMH provision to ensure pupils sustain positive engagement
- Embed regular progress reviews to adjust interventions more responsively throughout the year
- CPD with a focus on assessment for learning and high-quality feedback
- Carefully designed and enriched curriculum to broaden children's knowledge and skills as well as their cultural capital

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