

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2026 academic year) 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	Parkside Primary Academy
Number of pupils in school	198 (F2 – Y6) 37 Nursery
Proportion (%) of pupil premium eligible pupils	30.3% (F2 – Y6)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Rachel Tiedemann Headteacher
Pupil premium lead	Rachel Tiedemann Headteacher
Governor / Trustee lead	Mrs L England

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,495
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£103,495

Part A: Pupil premium strategy plan

Statement of intent

Our main objective is to ensure that all disadvantaged children have the same opportunities, experiences and access to a high-quality education so that all barriers are removed. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and attain well across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal; including progress for those who are already high attainers so that all children have the same opportunities, experiences and access to the high quality education which will enhance their life chances socially and economically.

The pupil premium strategy plan works to ensure that there is a level playing field for all disadvantaged children. We will consider the challenges faced by all pupils including those who face barriers due to being vulnerable, for example children who are young carers or have a social worker. This plan identifies barriers that children may experience and seeks to overcome them, therefore the activities we outline in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is our intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted ensure that we break down any barriers to disadvantaged children thriving in school and achieving their potential. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Our Key Principles of this policy are:

- To ensure that all disadvantaged children at Parkside Primary Academy should reach their potential
- To raise the aspirations of all disadvantaged children
- To ensure that all children reach the attainment levels of non-disadvantaged children.
- To develop the life chances of all disadvantaged children
- To enrich the lives of disadvantaged children by developing their cultural capital and wider curriculum experiences.

Challenges

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

Challenge number	Detail of challenge
1.	<p>Impact of school closures due to COVID-19 are still being felt in schools.</p> <p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p>
2.	<p>Poor language and communication skills on entry to school:</p> <p>Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
3.	<p>The most disadvantaged children have multiple needs:</p> <p>47% of disadvantaged children are also deemed vulnerable, whilst 32% of disadvantaged children also have additional SEND needs.</p>
4.	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>
5.	<p>On entry to Reception class in the last 3+ years, 100% of our disadvantaged pupils arrive in F2 below age-related expectations in prime areas compared to 80% of other pupils. This gap remains steady to the end of KS1.</p>
6.	<p>Attendance and punctuality data since a full return to school after lockdown indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
7.	<p>Parental support and engagement</p> <p>Lower levels of literacy within the community we serve has meant that many children, although engaged in remote learning have not necessarily had the parental support or conducive environment to effectively home learn. This has resulted in knowledge gaps where catch up is needed. Those who were behind academically have fallen further behind</p>

8.	<p>Poverty of aspiration and experiences</p> <p>Poverty of aspiration and experiences prevalent, not only amongst those pupils classed as disadvantaged but also those families who are just about managing. Of those who are in work, the majority are employed in low paid, low skilled jobs – food and fuel poverty amongst this group has been exacerbated by COVID and as such families regularly access the Community Food Hub we partner with</p>
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	<p>KS2 Reading outcomes in 2022 - 2025 show that, on average, more than 70% of disadvantaged pupils met the expected standard.</p> <p>Reading outcomes in 2022 - 2025 show that the progress of disadvantaged pupils is positive and is equivalent to or better than the progress of non-disadvantaged pupils.</p>
Improved maths attainment for disadvantaged pupils.	<p>KS2 Maths outcomes in 2022 - 2025 show that, on average, more than 80% of disadvantaged pupils met the expected standard.</p> <p>Maths outcomes in 2022 - 2025 show that the progress of disadvantaged pupils is positive and is equivalent to or better than the progress of non-disadvantaged pupils.</p>
Improved writing attainment for disadvantaged pupils	<p>KS2 Writing outcomes in 2022 – 2025 show that, on average, more that 70% of disadvantaged pupils met the expected standard.</p> <p>Writing outcomes in 2022 – 2025 show that the progress of disadvantaged pupils is positive and is equivalent to or better than the progress of non-disadvantaged pupils.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2022 - 2025 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations




	<ul style="list-style-type: none"> • an increase in Breakfast Club attendance • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2023 - 2026 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to less than 1%.


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: **£45,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3, 4, 5
<p>Purchase of a materials to enhance the DfE validated Systematic Synthetic Phonics programme currently taught to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics High impact for very low cost based on very extensive evidence </p> <p>Small group tuition Moderate impact for low cost based on moderate evidence </p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3, 4, 5
<p>To maintain a SEND base with a high adult ratio</p>	<p>EEF research has shown that reduced class sizes allow children to make accelerated progress</p> <p>Reducing class size Low impact for very high cost based on very limited evidence </p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	2, 3, 7
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p>	1, 2, 3, 4, 5

<p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	
<p>Revision Materials for children & Booster classes</p> <p>To support children to make appropriate progress, attain at least at the expected standard and support learning at home</p>	<p>EEF research has shown that reduced class sizes allow children to make accelerated progress</p> 	<p>1, 2, 3, 4, 5,</p>



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

Budgeted cost: **£40,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 4, 5, 7</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>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</p>  	<p>1, 2, 3, 4, 5</p>

Small group tuition
Moderate impact for low cost based on moderate evidence






	<p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>To implement high quality reading interventions to accelerate progress in reading, particularly with the lowest 20%</p>	<p>Lack of reading and understanding is a significant barrier to achievement for many of our children. Quality first teaching and reading interventions allow activities to be carefully tailored to pupils' reading capabilities and involve activities and texts that provide an effective but not overwhelming challenge</p> <p>Reading comprehension strategies High impact for very low cost, based on extensive evidence.</p>  	1, 2, 3, 4, 5
<p>Additional staffing to include</p> <ul style="list-style-type: none"> Cover supervisors/learning coach (x3) Additional SEND support (x3) 	<p>To breakdown barriers to learning by providing 1-1 and small group intervention across KS1 and KS2</p> <p>Increasing numbers of children will display appropriate levels in social and emotional development, enabling them to be learning ready and access the curriculum.</p> <p>Incidences of low level classroom disruption reduced.</p>	1, 2, 3, 4, 5, 7
<p>Purchasing additional EP and SCI time to support the increasing numbers of vulnerable, disadvantaged pupils and those at risk of underachievement</p>	<p>Over the last 3 years, school has needed to access additional EP and SCI time. This has been needed to support staff training, carry out assessment and provide bespoke interventions.</p> <p>The June 2019 EEF report identifies the early identification of struggling pupils and their targeted support as a key component of an effective Pupil Premium Strategy</p> <ul style="list-style-type: none"> Evidence gathered the the EEF shows that early intervention allows children to gain five months positive progress 	3, 5

	https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	
<p>Revision Materials for children & Booster classes</p> <p>To support children to make appropriate progress, attain at least at the expected standard and support learning at home</p>	<p>To breakdown barriers to learning by providing 1-1 and small group intervention across KS1 and KS2</p>	1, 2, 3, 4, 5

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

Budgeted cost: **£64,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To employ a Family Safeguarding manager to support, advise and work with children and families who may have financial, emotional and other needs. This will enable school to better support these families and provide links to external agencies.</p>	<p>Parental engagement has been proven to increase children's progress. The work we have conducted with parents throughout the last 5 years has broken down barriers and allowed us to work with families to support their children at home, both academically and emotionally; this has positively impacted on the progress of our pupils and their attendance</p> <p>Parental engagement  Moderate impact for very low cost based on extensive evidence</p>	1, 2, 3, 4, 5, 6, 7, 8
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6, 7, 8

Additional Educational Welfare Team support including Communication and Interaction		6, 7, 8
To provide a subsidised Breakfast Club – to support good attendance and punctuality ensuring that children are ready for learning		1, 3, 6, 7, 8
To subsidise pupils access to residential visits, day trips and visitors from external bodies	Educational experiences broaden and enrich the curriculum across school, providing the cultural capital that our children lack. They improve children’s knowledge of the world and provide them with real-life experiences, contextualising their school work. This also deepens their learning and increases enjoyment of the curriculum. Studies show that this impacts on children’s self-efficacy, motivation and teamwork.	1, 3, 6, 7, 8
To provide opportunities for children to participate in wider enrichment activities including sports and other afterschool clubs	<p>The EEF has identified the positive impact of engaging pupils in physical activity as a means to increasing educational engagement and academic experiences</p> <p>Physical activity  <small>Low impact for very low cost based on moderate evidence</small></p>	6, 7, 8
To provide opportunities for parent workshops including courses like Webster Stratton	<p>Parental engagement  <small>Moderate impact for very low cost based on extensive evidence</small></p>	6, 7, 8
Counselling and Play Therapy This will benefit children’s mental and emotional health, enabling them to access the curriculum and learn well in the classroom	Children currently involved in the programme are suffering from Adverse Childhood Experiences and have social care involvement in their lives.	3, 4, 5, 6, 7, 8
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	

Total budgeted cost: £137,500

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2024-25

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

Targeted academic support and teaching as detailed in our 2022-25, 3 year Pupil Premium Strategy has been implemented. The impact of this can be seen in the external Year 6 SATs assessments; these demonstrate that the attainment and progress of disadvantaged pupils at Parkside is significantly above both the National and Local Average for disadvantaged pupils.

KS2 Writing outcomes in 2022 – 2025 show that, on average, more than 70% of disadvantaged pupils met the expected standard.

Writing outcomes in 2022 – 2025 show that the progress of disadvantaged pupils is positive and is equivalent to or better than the progress of non-disadvantaged pupils.

KS2 Maths outcomes in 2022 - 2025 show that, on average, more than 70% of disadvantaged pupils met the expected standard.

Maths outcomes in 2022 - 2025 show that the progress of disadvantaged pupils is positive and is equivalent to or better than the progress of non-disadvantaged pupils.

KS2 Reading outcomes in 2022 - 2025 show that, on average, more than 70% of disadvantaged pupils met the expected standard.

Reading outcomes in 2022 - 2025 show that the progress of disadvantaged pupils is positive and is equivalent to or better than the progress of non-disadvantaged pupils.

Progress for all disadvantaged children when compared with non-disadvantaged pupils, demonstrates positivity across all subjects.

This demonstrates the impact that standardised diagnostic assessments; targeted high quality reading and maths interventions, our maths work with the EEF, revision materials and booster classes have had on this cohort, in that, the intended impact of more than

Over the past 3 years, Parkside has been working with Jerry Clay English Hub, in order to overcome barriers to learning like poor language and communication skills that many of our children have on entry. Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. Working with Jerry Clay English Hub the Early Reading Leader has effectively tracked children through our DFE validated systematic synthetic phonics programme. Phonics teachers have also benefitted from support and targeted coaching received through our Read Write Inc Development Days. This has enabled staff to ensure that phonics and reading interventions, supporting disadvantaged pupils and the lowest 20% are

precisely targeted. The impact of this is that, children achieving the expected standard in the Year 1 Phonics Screening Check (PSC), has exceeded the National and Local Authority Average.

Overall attendance in 2024-25 was 95.5%. Total persistent absence was at 9% in 2024-25 which is well below the national average. Persistent absence for pupil premium pupils was 13% which is below the national average. The majority of persistent absence was due to genuine illness and holidays.

Key Groups	Attendance %	PA %
Whole School (Y1 – Y6)	95.5	9.04 (17 chd)
Pupil Premium	94.7	13.21 (7 chd)
Non-PP	95.8	7.41 (10 chd)

September 2024 – July 2025

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted over last couple of years, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We continue to use pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. Parkside have obtained the Well Being Award for Schools. The Zones of Regulation were introduced during 2022-23 and we continue to build on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.