

Parkside Community Foundation Primary School - Pupil Premium Strategy Statement 2025/26

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	Parkside Community Foundation Primary School
Number of pupils in school	156
Proportion (%) of pupil premium eligible pupils	69%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 – 2026 2026 – 2027 2027 – 2028
Date this statement was published	January 2026
Date on which it will be reviewed	January 2027
Statement authorised by	James Williams Executive Headteacher
Pupil premium lead	Anthea McLevy Head of School
Governor lead	Martina Graham Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£161,790.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£161,790.00

Part A: Pupil premium strategy plan

Statement of intent

Parkside Community Foundation Primary School's ultimate objective is to close the attainment gap that still exists between pupils from disadvantaged and more affluent backgrounds. Our intent is to ensure that all disadvantaged pupils have the same life opportunities as other pupils, have high aspirations for what they will achieve, and leave the school with all the tools they need for the next stage of their education.

Challenges

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

Challenge number	Detail of challenge
1	Oral language skills across the school are lower for pupils eligible for pupil premium than for other pupils. This slows reading and writing progress in subsequent years. Many children enter Reception at below expected levels.
2	Some pupils eligible for pupil premium in each year group across the school have lower attainment than non-pupil premium children nationally in Reading, Writing and Maths
3	Levels of wellbeing and involvement are often lower for eligible pupils than non-eligible pupils.
4	Children have limited home experiences and resources or have financial restraints leading to non-participation and poor parental engagement. Some pupil premium children do not receive support at home.
5	Attendance rates of pupils eligible for pupil premium are lower than the school's target of 96%. This reduces their school hours and causes them to fall behind. A significant number of pupils are classified as 'persistently absent'.
6	Children have limited experiences in order to develop phonic knowledge in order to progress with their reading and writing in 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
1. Improve oral language skills and Personal, Social and Emotional Development, for pupils eligible for pupil premium in across the school, leading to accelerated rate of	Pupils eligible for pupil premium make rapid progress by the end of the year so that most eligible pupils make age related expectations.

progress in Reading, Writing and Maths in subsequent years.	
2. Pupils eligible for pupil premium will have similar attainment to non- pupil premium children nationally in Reading, Writing, Maths, Phonics, and Early Learning Goals.	Pupils eligible for pupil premium will have similar attainment to non-pupil premium children nationally in Reading, Writing, Maths and GLD therefore diminishing the difference by the end of KS2
3. Pupils eligible for pupil premium exhibit the same positive levels of wellbeing and involvement as all pupils.	There is no difference between recorded wellbeing levels of pupils eligible for pupil premium and all pupils
4. Pupils who are eligible for pupil premium have the same opportunities as all pupils.	<p>Equal participation in events, activities and extra-curricular opportunities.</p> <p>Parents will have increased participation in their child's learning journey. Children will receive increased support at home</p>
5. Pupils who are eligible for pupil premium achieve the same attendance % as the whole school (target 96%) and rates of persistent absence are at, or below, national average.	Reduce the number of persistent absentees among pupils eligible for pupil premium to national average or below. Overall attendance for pupils eligible for pupil premium improves to 96% to match school target for all pupils.
6. Pupils who are eligible for pupil premium do have not begun to develop phonemic awareness in readiness for delivery of phonics lessons.	<p>Ensure the children are receiving well taught phonics lessons which are well resourced to allow for rapid progress.</p> <p>Support delivery of interventions to ensure gaps are plugged and children are all making progress.</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: £40,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD matched to individual teacher and class needs rather than a generic approach to drive progress and attainment.	<p>'Schools must consider how they support teachers' skills in identifying and understanding their own and pupils needs.'</p> <p>Teacher Development Trust 2015</p> <p>EEF Guidance report – Effective Professional Development</p>	2, 6
Forest School Practitioner to enrich the curriculum specifically in learning outside the classroom to meet needs and interests of all pupils.	<p>Forest school promotes high levels of oral language in a context different to school. Forest school also promotes physical development and wellbeing.</p> <p>Select Committee on Education and Skills report – The value of outdoor learning</p> <p>Forest Research – Forest schools' impact on young children in England and Wales</p>	1, 2, 3, 6
Banded home school books - Additional investment in banded home school reading books.	<p>EEF – Improving Literacy in KS1</p> <p>EEF – Improving Literacy in KS2</p>	2, 4, 6
Phonics – Supplement and restock resources to ensure the effective delivery of all phonics lessons and interventions.	<p>EEF – Improving Literacy in KS1</p> <p>Teaching and Learning tool kit - Phonics</p>	2, 6

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

Budgeted cost: £90,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEND TA employed to work with pupils with high level of S&L needs TA trained specifically in Speech and Language approaches	EEF – Improving Literacy in KS1 EEF guidance report – Special Educational needs in mainstream schools	1
Sports Teacher - Sports coach to provide opportunities for focussed individual or group work with targeted children with identified physical delay. Sports coaches are key leaders for fizzy and interventions. Sports mentor – Sports mentor to support key children in class and within physical activities.	Sports coaching promotes healthy living and positive lifestyle choices. Fizzy and target specific gross motor skills which, when under-developed, are a barrier to learning “The published reports in July 2011 of both the Chief Medical Officers’ Report and the NHS ‘Physical Activity Guidelines for Children (under 5 years), call for an increase in physical activity for most children. The programme ably contributes to meeting the physical activity guidelines for healthy development as well as providing a success-orientated experience, helping to build up children’s confidence and sense of achievement.”	2, 3
Non-class based HLTA to support with delivering interventions to the children that include English, maths, wellbeing, social skills, speech and language.	Gov.uk - Research and analysis: Supporting mental health in schools and colleges EEF – Improving Literacy in KS1 EEF – Improving Literacy in KS2 EEF Guidance report – improving mathematics in the early years and KS1 EEF guidance report – Improving mathematics in Key stages 2 and 3	1, 2, 3, 6
Fully funded educational visits for children to enhance and compliment learning within the classroom.	All children are entitled to equal opportunity of experiences and world experience. Due to the high level of need, all children are included in this benefit.	4

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

Budgeted cost: £30,490

Activity	Evidence that supports this approach	Challenge number(s) addressed
Uniform boxes available for new starters to promote belonging to the school and wearing the correct uniform. Uniform available from school, funded were needed.	NurtureUK – Impact and evidence	3, 4
Office staff to work with families on improving overall attendance using a variety of initiatives and incentives.	Gov.uk – School attendance guidance for schools	5
Breakfast club - Breakfast club is fully funded to improve attendance and concentration for targeted pupils. Ensures all children have a healthy breakfast before commencing the school day.	Gov.uk – School attendance guidance for schools https://www.gov.uk/guidance/breakfast-clubs-programme-2021-2023	3, 4, 5
Forest School/ Outdoor Learning All children have weekly access to Forest school.	Forest school promotes high levels of oral language in a context different to school. Forest school also promotes physical development and wellbeing. Select Committee on Education and Skills report – The value of outdoor learning Forest Research – Forest schools' impact on young children in England and Wales	1, 2, 3

Total budgeted cost: £161,790

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.

Attainment across the school was lower than national but the children did make progress. Their well-being was supported which was reflected in how well the children returned to school and completed their first full year in school following previous disruptions to their education. The HLTA runs interventions for children to support their learning within the classroom. She has also been running social skills groups to support with the well-being of the children in the school. As a result of these interventions the children are able to settle into the class and access the curriculum being delivered. The behaviour for learning has improved and there is less disruptions within the class. The Assistant Headteacher ran interventions to support progress towards SATs and the SENCO supported across KS1 with identified interventions.

Educational visits have been offered to all pupils and this has supported to extend the children's learning and offer experiences beyond the classroom. The teachers are offering children a stimulating curriculum which has been resourced to ensure it can be delivered effectively. Forest school sessions are running well and there is an established timetable which ensures all children have a session in the forest. There are also separate interventions for some more vulnerable children.

Uniform boxes and additional uniform has been supplied as needed to vulnerable families. Food parcels are supplied and delivered to families as needed. Children generally now attend school wearing school uniform and take pride in the school logo.

There is ongoing support for the families that need it. They will approach the school and ask for help as needed. The school are meeting with families and local authority to explore ways to support improving attendance of children as needed. The children all have the Boxall Profile assessment completed to help identify targeted interventions and support as needed. Interventions are then put into place based on the results which means the children have made progress within their well-being and there learning.

Breakfast club is well attended and the school also offer all children bagels which ensures every child has access to breakfast and are ready to learn.

Staff have been able to complete CPD as needed to ensure they have the relevant information and skillset to deliver effective lessons. The mix of virtual and face to face training has meant staff have been able to attend a range of training.

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
Magic Breakfast	National School Breakfast Scheme
Boxall Profile	Boxall
NELI	Nuffield
Language/Speech Link	Speech Link Multimedia Ltd

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?	N/A

Further information (optional)

As the numbers on role have increased, this has impacted on the number of children with SEN that the school has. Its current % of children with SEN is 23%, which is significantly higher than average for the number of pupils on role. The school is in the middle of an estate that is significantly high in needs in terms of deprivation, this is reflected in the % of children that are eligible for pupil premium, and this currently sits at 69%. The mobility of children has impacted across the school, during term 1 the school have enrolled 30 children across all classes.