

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Park View Primary School
Number of pupils in school	392 (Excluding nursery)
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers	2023 - 2026
Date this statement was published	November 2023
Date reviewed	November 2025
Date of next review	November 2026
Statement authorised by	FGB
Pupil premium lead	Danielle Owens
Governor / Trustee lead	Jon Steed

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£298 200
Recovery premium funding allocation this academic year	£7597
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	£305 797

Part A: Pupil premium strategy plan

Statement of intent

At Park View Primary School we use Pupil Premium funding to ensure that our disadvantaged and vulnerable pupils receive the highest quality of education to enable them to become confident and independent learners, physically and mentally healthy, and effective communicators so they can have successful futures. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

We aim to:

- Remove barriers to learning created by known circumstances, which may include academic needs, family or background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Support families who may be vulnerable for a variety of reasons, in order to help the children.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Ensure all children attend school and are on time.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. Pupils have limited experiences beyond their home life and immediate community.

Challenge number	Detail of challenge
1	Lower attainment and slower progress rates made by pupil premium/disadvantaged children. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge.
2	KS2 outcomes are lower than national for reading, writing and maths combined
3	Pupils and their families have social & emotional difficulties, including medical and mental health issues.
4	Attendance rates for disadvantaged pupils is below those of non-disadvantaged. This reduces their school hours and causes them to fall behind on average.
5	Pupils have limited experiences beyond their home life and immediate community.

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 KS2 outcomes with a greater percentage of pupils achieving the expected standard in reading, writing and maths combined.	*Leaders will have developed a model for assessment, tracking and pupil progress meetings, that ensures a forensic approach to identifying focus pupils and gaps/next steps in learning. *Tracking of individual assessment data (both internal and statutory assessments) clearly set expectations on which children should meet the standard across reading, writing and maths. *Moderation of work ensures judgements against year group objectives are accurate *The number of pupils meeting the expected standard in reading, writing and maths combined will have increase when compare with the previous years.
By Year 6, a large majority of pupils have sufficient reading fluency and stamina to comfortably access Year 6 SATs.	*Termly in-house reading tests will show increased reading scores. *Question level analysis of the tests will be used effectively to track progress and identify gaps/next steps in learning. *% of children passing their end of key stage reading statutory test has improved compared to the previous year.
Gaps in GPS (grammar, punctuation and spelling) are closed for a large majority of pupils enabling them to meet the expected standard in writing by the end of KS2.	*A more explicit and consistent approach to the teaching of grammar, punctuation and spelling is in place. *Discrete grammar, punctuation and spelling skills taught are applied to extended writing. *‘Spelling Shed’ is being used effectively and consistently to teach spelling from Year 2 up to Year 6. *% of children passing their end of key stage SPAG statutory test has improved compared to the previous year.
Children and families receive high quality pastoral support.	*Children and families who require additional support, report that they have received timely and high-quality pastoral support. *This is demonstrated through qualitative data from pupil voice, parent surveys and teacher observations. *Case studies show examples of families supported and how it has impacted on improved life chances for the children.
Improved punctuality and attendance ensure the school’s attendance is in line with national.	*The average attendance of disadvantaged pupils in in line with school non-disadvantaged. *The number of cases of avoidable persistent absenteeism reduces year on year.
A strong culture where all pupils and staff report a sense of place and belonging.	*Pupils feel safe, aspirational and accepted for who they are *Pupils feel listened to and able to express their own identities *Shared lived experiences embed understanding or differences and identities *Staff understand neurodiversity with an ethos of knowing the person, not just the behaviour and difficulties

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: £116,649

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing structure allows for DHT and AHT (also English leader) to be non-class based and lead teaching and learning. There is dedicated time for monitoring of teaching and learning, development of new strategies such as the new assessment model and CPD for school improvement priorities. Non-class based SENCo ensures time is dedicated for pupils with SEND to ensure more complex needs are understood and the right provision is in place for them. Dedicated subject lead time for English and maths teams. Dedicated time for the coaching and mentoring given to early career entry teachers. Dedicated time for coaching and mentoring of teachers and LSAs with interventions and with planning for reading and writing. Monitoring of reading, writing and maths provision in clas, interventions and analysis of progress data to measure impact of provision. Extra teaching support and interventions for Years 1, 2 and 6 to ensure children succeed in the phonics screening and end of key stage assessments.	Daily quality first provision is essential for PP children to make good progress in every lesson. This in turn improves outcomes for all pupils. Investing in time for monitoring of teaching and learning and having staff available for mentoring and coaching of staff impacts on quality teaching. Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.	1 and 2

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

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Every class to have an LSA (Learning Support Assistant) to support English and maths learning in class and individual/group interventions. LSAs to support learning in class and deliver precision teaching and intervention programmes. Full time Communication Support Assistants to work 1:1 with our pupils in the Hearing-Impaired Resource Provision. SPaG Ninja programme is used to ensure grammar and punctuation is taught effectively and consistently across the school. Spelling Shed software is used to deliver teaching of spelling and provides a resource for pupils to access at home to learn spellings. Termly reading tests across the school used to monitor progress in reading. Question level analysis is used to identify gaps and next steps in learning.	https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.	1, 2

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

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra Educational Psychologist hours purchased above SLA (service level agreement) hours to support pupils with SEND and EHCP applications. LSA time to focus on Speech and Language programmes, working closely with the Speech Therapist. ELSA - Providing Emotional Literacy 1:1 and small groups. This helps pupils with issues such as low self-esteem, high anxiety, friendship issues, etc... These worries and anxieties can become a barrier to learning, stopping children from achieving the full potential. Family Support Worker dedicated to providing family support and ensuring the inclusion of all children. Time is given to working with pupils, their families and outside agencies. FSW will work with families to improve attendance and punctuality ensuring children are regularly attending school. Pupil Premium, along with Sports Premium, funds a full-time sports coach. Fitness and wellbeing is a key priority of the PE sessions led by the sports coach. The sport coach provides free after school sports clubs for pupils attending Park View. LSA hours used to fund more free after school clubs to ensure more pupils get a wider range of opportunities and experiences. Providing a 'meet and greet' for pupils who are anxious when coming into school or who have SEMH needs. Listen to Me Music - Children get the chance to play a range of musical instruments, such as the violin, ukulele, African drums and recorders from a	It is important to unpick why some children are not making the progress we would expect. An educational psychologist gives the school a professional opinion about the barriers to learning and gives recommendations about strategies that can be used to support a child's learning. Meeting the emotional needs of very vulnerable pupils through ELSA and play therapy sessions can break down barriers to learning, allowing them to make greater progress in their learning. From Government Review • Pupils with better health and wellbeing are likely to achieve better academically. • Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement. • The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn. From Government Review Parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. In the primary age range the impact caused by different levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the impact is evident across all social classes and all ethnic groups. (Desforges 2003). Attendance and punctuality at school is vital to narrowing learning gaps and improving life chances.	3, 4 and 5

qualified musician. Many would never have these opportunities without listen to me. Listen to Me provides a broad and engaging curriculum, offering experiences that some pupils will not get outside of school. Having these opportunities develops listening skills, collaborative work, impacting positively across the curriculum. Subscribe to the School Library Service to enhance enjoyment of reading and develop the school library so it has a greater impact on outcomes of children in reading. Funding of school trips and the year 6 residential ensures we are inclusive and pupils do not miss out because of their financial situation. This ensures all children get a broad and varied curriculum.		
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Total budgeted cost: £316,649

Part B: Review of the previous academic year

Outcomes for Disadvantaged Pupils

2024-2025 KS2 Outcomes

	All School	All National	Pupil Premium School	Pupil Premium National
RWM Combined	62.1%	62.3%	51.4%	37.4%
Reading Expected Standard	79.3%	75.1%	75.7%	63.2%
Reading Average Scaled Score	107.1	105.6	105.9	103.0
Writing Expected Standard	67.2%	72.7%	54.1%	59.3%
Maths Expected Standard	89.7%	74.1%	86.5%	60.6%
Maths Average Scaled Score	105.8	104.7	105.2	101.8
GPS Expected Standard	74.1%	72.9%	64.9%	58.6%
GPS Average Scaled Score	105.04	105	103.5	102.6

Key Stage 2 (KS2) Combined Attainment (RWM)

The school's disadvantaged cohort consists of 37 pupils.

RWM Expected Standard: 51.4% of disadvantaged pupils achieved the expected standard in Reading, Writing, and Maths combined (RWM).

Positive Gap: This attainment level is significantly higher than both the National Disadvantaged average (37.4%) and the Local Authority Disadvantaged average (42.4%). The school's performance places it favourably against these external benchmarks.

2. KS2 Subject Performance for Disadvantaged Pupils

Mathematics - Disadvantaged

Mathematics outcomes represent a substantial strength for the disadvantaged cohort:

Expected Standard: 86.5% of disadvantaged pupils achieved the expected standard in Maths.

Exceptional Performance: This figure is considerably higher than the National Disadvantaged attainment (60.6%) and the Local Authority Disadvantaged attainment (74.0%).

Reading - Disadvantaged

Reading attainment is strong, exceeding both national and local disadvantaged benchmarks:

Expected Standard: 75.7% of disadvantaged pupils achieved the expected standard in Reading.

This is higher than the National Disadvantaged rate (63.2%) and the Local Authority Disadvantaged rate (70.9%).

Writing (Teacher Assessed) - Disadvantaged

Writing remains the most significant area for focus for this group:

Expected Standard: 54.1% of disadvantaged pupils achieved the expected standard in Writing.

Performance Gap: Unlike other subjects, this result is below the National Disadvantaged attainment (59.3%) and the Local Authority Disadvantaged attainment (63.9%).

GPS (Grammar, Punctuation & Spelling) - Disadvantaged

GPS attainment is strong relative to national figures:

Expected Standard: 64.9% achieved the expected standard.

This is higher than the National Disadvantaged attainment (58.6%), though it is lower than the Local Authority Disadvantaged attainment (71.2%).

2024-2025 Multiplication Check

	All School	All National	Pupil Premium School	Pupil Premium National
Average Scaled Score	22.4	21.1	21.6	19.5
Score Between 21-25	64.4%	66.9%	60%	54.2%

Disadvantaged Pupils (FSM Ever6)

The MTC results for disadvantaged pupils (FSM6) indicate strong foundational mathematical knowledge:

- **Cohort Size:** The FSM6 cohort used for this benchmark was **40** pupils.
- **Average Point Score:** Disadvantaged pupils achieved an average score of **21.6**.
- **Performance Comparison:** This score is notably higher than both the **NCER National FSM6 average (19.5)** and the **Local Authority FSM6 average (18.1)**.

2024-2025 Phonics Outcomes

	All School	All National	Pupil Premium School	Pupil Premium National
Average Scaled Score	32.4	33.43	30.5	29.9
Passed Screening	78.3%	79.9%	72.7%	66.8%

Disadvantaged Pupil Performance

Phonics outcomes for disadvantaged pupils (FSM Ever6) represent a significant strength for the school compared to external benchmarks.

- **Expected Standard Achieved:** **72.7%** of the 22 disadvantaged pupils in the cohort achieved the expected standard.
- **Positive Gap:** This outcome exceeds both the **NCER National Disadvantaged attainment (66.8%)** and the **Local Authority Disadvantaged attainment (63.5%)**.

2024-2025 Early Years Outcomes

The data for Early Years Foundation Stage Profile (EYFSP) assessments for disadvantaged pupils at Park View Primary School (2732) demonstrates that the school generally outperforms the NCER National average for this group. It is important to note that the comparison figures below are specific to the disadvantaged pupil cohort nationally.

Key EYFSP Results for Disadvantaged Pupils

Measure	Park View Primary School Value	NCER National Value (Disadvantaged)
Good Level of Development (GLD)	54.2%	51.5%
Average No. ELGs at expected	13.6	12.2
All Goals, Expected Standard (Exp+)	54.2%	51.5%

Comparison by Specific Goal Areas (Achieving Expected Standard or Above)

Goal Area	School Value (Disadvantaged)	NCER National (Disadvantaged)	Gap (School vs. National)
Communication & Language Goals	87.5%	67.3%	+20.2%
Prime Goals	75.0%	61.1%	+13.9%
Understanding the World Goals	79.2%	67.6%	+11.6%
Maths Goals	70.8%	62.6%	+8.2%
Specific Goals	54.2%	50.9%	+3.3%
Personal, Social & Emotional (PSE) Goals	75.0%	72.5%	+2.5%
Literacy Goals	54.2%	52.5%	+1.7%

The school's disadvantaged pupils achieved significantly higher percentages than their national counterparts in several key areas

Areas where Disadvantaged Pupils were Below National:

Disadvantaged pupils at Park View Primary School achieved lower scores in two areas compared to the national disadvantaged average:

- **Physical Development Goals (Exp+):** 70.8% (School) vs. 74.2% (National), resulting in a gap of **-3.4%**.
- **Expressive Arts & Design Goals (Exp+):** 75.0% (School) vs. 75.4% (National), resulting in a slight gap of **-0.4%**.

Disadvantaged Attendance Data Headlines for Autumn and Spring Terms 2024-205

This summary provides an overview of the "Disadvantaged Attendance Summary 2024-2025" data, categorised under "Disadvantaged: Intelligence". The data highlights several strengths across the Autumn and the combined Autumn/Spring periods, with no significant indicators reported in the Challenges sections for either period.

Summary of Attendance Data (Disadvantaged Group)

Overall Indicators

Both the **ABSENCE - AUTUMN** and **ABSENCE - AUT/SPR** categories indicate that there are **no significant indicators for the selected options** reported under Challenges.

The system identified 4 strengths for the Autumn period and 2 strengths for the Autumn/Spring period.

ABSENCE – AUTUMN Key Strengths

The data for the Autumn term demonstrates favourable trends in overall absence and severe persistent absence compared to previous years and national figures:

Area	Metric	Result	Interpretation
OVERALL ABSENCE	Year-on-Year Trend	-1.5%	Positive reduction in overall absence compared to the previous year.
SEVERE PERSISTENT ABSENCE	Year-on-Year Trend	-2.2%	Significant positive reduction in the rate of severe persistent absence compared to the previous year.
SEVERE PERSISTENT ABSENCE	Gap-to-National	-0.6%	The gap relative to national figures is favourable.
UNAUTHORISED ABSENCE	Gap-to-National	+0.1%	Minor negative gap compared to the national rate.

Disadvantaged: Intelligence

CLOSE ALL

AREA	STRENGTHS	CHALLENGES
ABSENCE - AUTUMN	4 / 10	0 / 10

STRENGTHS

OVERALL ABSENCE

Year-on-Year Trend -1.5%

SEVERE PERSISTENT ABSENCE

Gap-to-National -0.6%

Year-on-Year Trend -2.2%

UNAUTHORISED ABSENCE

Gap-to-National +0.1%

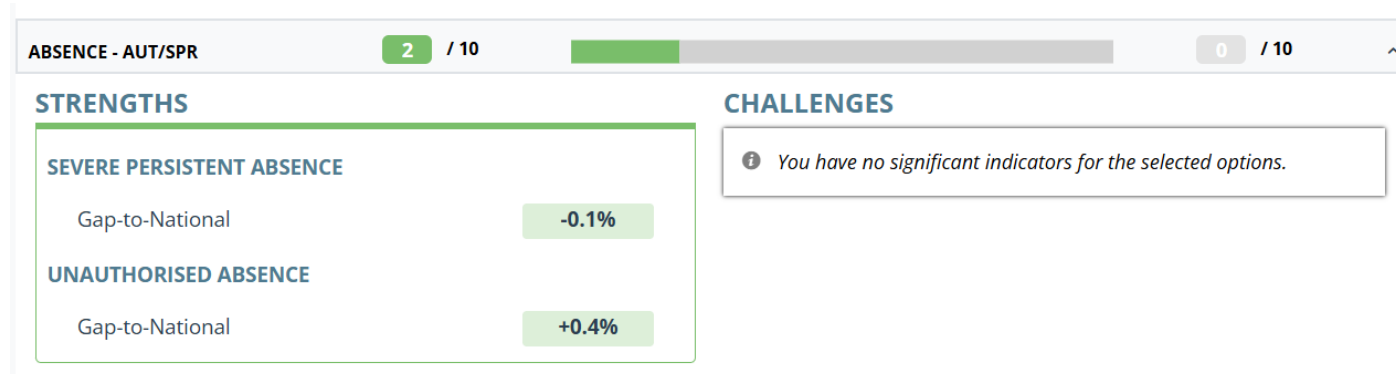
CHALLENGES

You have no significant indicators for the selected options.

ABSENCE - AUT/SPR Key Strengths

The combined data for the Autumn and Spring terms continues to show positive comparisons for severe persistent absence:

Area	Metric	Result	Interpretation
SEVERE PERSISTENT ABSENCE	Gap-to-National	-0.1%	The gap relative to national figures remains favourable.
UNAUTHORISED ABSENCE	Gap-to-National	+0.4%	The gap compared to the national unauthorised absence rate is slightly larger than the Autumn term figure, indicating a persistent area for monitoring.



The disadvantaged attendance data shows **strong positive performance in reducing overall absence** year-on-year (-1.5%) and making significant strides in reducing **severe persistent absence** year-on-year (-2.2%). Severe persistent absence also remains below national expectations in both reported periods. The main area requiring continued attention is **Unauthorised Absence**, which consistently shows a small gap above the national rate (+0.1% in Autumn; +0.4% in Autumn/Spring).