



Pupil Premium Strategy Statement 2026-2029

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	Park View Primary School
Proportion (%) of pupil premium eligible pupils	55%
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)	2026 - 2029
Date this statement was published	November 2026
Date on which it will be reviewed	November 2027
Statement authorised by	FGB
Pupil premium lead	Danielle Owens
Governor / Trustee lead	Mike Christmas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£306, 810
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£306, 810

Part A: 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 education, enabling them to become confident and independent learners, physically and mentally healthy, effective communicators, and successful members of society. We recognise that disadvantaged pupils can face a range of barriers that may impact on their learning, attendance, wellbeing and life chances, including social, emotional, economic and family challenges that may require enhanced pastoral, social care and multi-agency support.

We aim to:

- Remove barriers to learning arising from academic, social, emotional, family and environmental factors.
- Narrow the attainment gap between disadvantaged pupils and their non-disadvantaged peers, both within school and nationally.
- Improve outcomes in writing by developing pupils' vocabulary, language skills, confidence as communicators and ability to write effectively across the curriculum.
- Promote high levels of attendance and punctuality, reducing persistent absence and ensuring pupils maximise their learning opportunities.
- Provide effective social care, safeguarding and family support through targeted intervention, early help and strong partnership working with external agencies to meet the needs of our most vulnerable pupils.
- Support vulnerable children and families through targeted intervention, pastoral support and effective partnership working.
- Enable pupils to develop resilience, positive mental health and emotional wellbeing so that they are ready to learn and thrive.
- Provide enriching experiences and opportunities that broaden aspirations and support personal development

Challenges

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

Challenge number	Detail of challenge
1. Attainment and progress:	Disadvantaged pupils achieve less well than their peers in some subjects. Gaps in vocabulary, language development, prior knowledge and retention impact on pupils' ability to make strong progress, particularly in writing.
2. KS2 outcomes:	Attainment at the end of Key Stage 2 in reading, writing and mathematics combined remains below national averages, with writing identified as a key area for improvement.
3. Attendance and engagement:	School attendance rates are below national averages. Reduced attendance and persistent absence limit pupils' learning time, wellbeing, sense of belonging and academic progress. Improving attendance and punctuality remains a key priority across the school.
4. Social, emotional and family needs:	A significant proportion of disadvantaged pupils and their families experience social, emotional, mental health, or social care challenges. These factors can affect wellbeing, readiness to learn, attendance and educational outcomes, requiring enhanced pastoral support and multi-agency intervention.
5. Wider opportunities and aspirations:	Disadvantaged pupils often have fewer opportunities to access experiences beyond their immediate home and community. This can limit cultural capital, aspirations and understanding of the wider world.

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
Disadvantaged pupils make strong progress, with improved vocabulary, language skills and writing outcomes, narrowing the attainment gap with their peers.	The attainment gap between disadvantaged pupils and their peers narrows across year groups. An increased proportion of disadvantaged pupils achieve age-related expectations in writing.
Attainment in reading, writing and mathematics improves, with KS2 outcomes in line with or above national averages and sustained improvements in writing.	KS2 combined attainment in reading, writing and mathematics is in line with national averages. Writing outcomes improve across KS2, with more pupils achieving expected and greater depth standards. School assessment data demonstrates strong progress in reading, writing and mathematics across all key stages.
Attendance and punctuality improve, reducing persistent absence and enabling pupils to attend regularly, engage fully and achieve well.	Whole-school attendance increases and moves closer to or exceeds national averages. Persistent absence rates reduce across the school. Attendance rates for disadvantaged pupils improve year on year.
Pupils and families receive effective support to improve wellbeing, attendance and readiness to learn, leading to improved outcomes and engagement in school.	Targeted pupils demonstrate improved wellbeing, engagement and readiness to learn. Attendance and behaviour improve for pupils receiving pastoral and family support. Families engage positively with support services and interventions. Pupils requiring social, emotional or social care support make improved academic and personal progress.
Disadvantaged pupils access a wide range of enrichment opportunities, broadening their experiences and aspirations, while developing the vocabulary, knowledge and confidence needed to improve outcomes, particularly in writing.	All disadvantaged pupils have opportunities to participate in a range of enrichment activities, visits and experiences. Writing across the curriculum shows improved use of vocabulary and knowledge gained through enrichment opportunities. Pupil voice indicates increased aspirations, engagement and understanding of the wider world.

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)

Budgeted cost: £150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain a staffing structure that enables the Deputy Headteacher and English Leader to be non-class based, providing strategic leadership of teaching and learning, driving school improvement priorities, monitoring classroom practice and delivering high-quality professional development.	The EEF identifies high-quality teaching as the most important in-school factor for improving pupil outcomes, particularly for disadvantaged pupils. Effective professional development and instructional leadership improve teaching quality and help narrow the attainment gap. Dedicated leadership capacity supports the implementation, monitoring and refinement of school improvement priorities.	1,2
Fund a non-class-based SENCo to ensure pupils with SEND receive timely assessment, effective provision and targeted support, while also strengthening staff expertise in inclusive classroom practice.	The EEF's SEND guidance highlights the importance of developing a holistic understanding of pupils' needs, ensuring access to high-quality teaching and coordinating targeted support. Strong SEND leadership helps remove barriers to learning and improves outcomes for pupils with SEND, who are disproportionately represented amongst disadvantaged pupils.	1,2
Provide dedicated leadership time for English and Mathematics subject leaders to monitor standards, develop curriculum provision and support staff development.	Research from the EEF demonstrates that sustained professional development, curriculum leadership and ongoing monitoring of teaching are important factors in improving pupil outcomes. Subject leaders play a key role in ensuring curriculum quality, consistency and effective implementation of improvement priorities.	1,2
Ensure Learning Support Assistant (LSA) support is available in every classroom to maximise pupil engagement, participation and progress.	The EEF's Making Best Use of Teaching Assistants guidance shows that teaching assistants can have a positive impact when deployed effectively to supplement, rather than replace, high-quality teaching. Effective use of support staff can improve pupil engagement, participation and attainment.	1,2,3

Park View Primary School

Allocate dedicated time for teachers and LSAs to deliver targeted interventions that address learning gaps and accelerate progress.	The EEF reports that carefully selected and well-implemented small-group tuition and targeted interventions can provide significant gains in pupil progress, particularly for disadvantaged pupils. Interventions are most effective when delivered alongside high-quality classroom teaching.	1,2
Fund a dedicated Family Support Worker (FSW) to provide pastoral support for pupils and families, coordinate multi-agency working and promote inclusion, attendance and wellbeing.	The EEF's Working with Parents to Support Children's Learning guidance highlights the positive impact of parental engagement on learning outcomes. Strong home-school relationships, family support and coordinated multi-agency approaches can improve attendance, wellbeing and engagement with learning.	3,4,5
Employ a full-time Sports Coach to enhance the quality of PE provision, promote healthy lifestyles and support pupils' physical and emotional wellbeing.	EEF evidence suggests that physical activity approaches can improve health, wellbeing, engagement and behaviour while also contributing to academic progress. Participation in sport can support pupils' confidence, resilience and readiness to learn.	3,4,5
Provide a dedicated Phonics Intervention Teacher to deliver targeted support for pupils requiring additional phonics teaching, strengthening early reading outcomes.	The EEF Teaching and Learning Toolkit identifies phonics as one of the most effective approaches for supporting early reading, with an average impact of approximately +5 months' additional progress . Phonics has particularly strong evidence for younger pupils and those at risk of falling behind in reading.	1
Fund a third teacher in Year 6 to provide additional targeted teaching in reading, writing and mathematics, helping to secure strong end-of-key-stage outcomes and successful transition to secondary education.	The EEF finds that reducing teaching group size and providing targeted small-group instruction can increase opportunities for feedback, responsive teaching and intervention. Additional teaching capacity can enable more focused support for pupils approaching statutory assessments.	1,2
Invest in ongoing staff training and professional development to ensure teaching and support staff are equipped with the knowledge and skills needed to meet the needs of disadvantaged pupils and improve outcomes, particularly in writing, attendance and inclusion.	The EEF's <i>Effective Professional Development</i> guidance states that professional development is a crucial mechanism for improving teaching quality and pupil outcomes. High-quality CPD helps build staff knowledge, develop effective teaching strategies and improve classroom practice, particularly for disadvantaged learners.	1,2,3,4

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

Budgeted cost: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a Learning Support Assistant (LSA) in every classroom to support high-quality teaching, particularly in English and mathematics, and to deliver targeted support for disadvantaged pupils.	The EEF's Making Best Use of Teaching Assistants guidance found that teaching assistants can have a positive impact on pupil attainment when they are used to supplement high-quality teaching rather than replace it. Effective deployment can improve engagement, participation and academic progress, particularly for disadvantaged learners.	1,4
Deploy LSAs to deliver precision teaching, targeted interventions and small-group support, addressing learning gaps and accelerating progress.	The EEF Teaching and Learning Toolkit identifies small group tuition as having an average impact of +4 months' additional progress and one-to-one tuition as having an average impact of +5 months' additional progress when targeted to pupils' specific needs. Interventions are most effective when linked closely to classroom learning.	1,2
Employ full-time Communication Support Assistants to provide specialist one-to-one support for pupils within the Hearing-Impaired Resource Provision, ensuring full access to learning and communication.	The EEF SEND Guidance Report emphasises the importance of understanding individual needs, removing barriers to participation and ensuring pupils with SEND have access to high-quality teaching and appropriate specialist support. Inclusive approaches and targeted support improve both access and outcomes.	1,3,4
Use regular termly reading and mathematics assessments to identify strengths, gaps and next steps in learning, enabling timely and targeted intervention.	The EEF highlights that effective use of assessment enables teachers to identify misconceptions and learning gaps, adapt teaching and target support more precisely. Responsive teaching informed by assessment can improve pupil outcomes and ensure interventions are well matched to need.	1,2
Implement question-level analysis of assessment outcomes to inform teaching, tailor support and ensure interventions are precisely matched to pupils' needs.	The EEF's guidance on implementation and assessment stresses the importance of using assessment information not only to measure attainment but to diagnose learning needs and inform future teaching. Detailed analysis supports more effective planning, intervention and curriculum delivery.	1,2

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

Budgeted cost: £81,810

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase additional Educational Psychologist time beyond the local authority SLA to support pupils with SEND, assess needs and contribute to EHCP applications.	The EEF SEND in Mainstream Schools guidance highlights the importance of accurately identifying need and using specialist expertise to support pupils with SEND. (EEF SEND in Mainstream Schools)	1,3,4
Fund Learning Support Assistant (LSA) time to deliver targeted Speech and Language interventions in collaboration with the Speech and Language Therapist.	The EEF Teaching and Learning Toolkit identifies Oral Language Interventions as having a high impact, with pupils making an average of +6 months' additional progress.	1
Provide ELSA (Emotional Literacy Support Assistant) interventions, both one-to-one and in small groups, to support pupils with emotional wellbeing, self-esteem, anxiety, friendships and resilience.	The EEF reports that Social and Emotional Learning (SEL) approaches lead to an average of +3 months' additional progress, while also improving emotional wellbeing, self-regulation and relationships.	3,4
Support families to improve attendance and punctuality through targeted intervention, guidance and partnership working.	The EEF's attendance review found promising evidence for parental engagement approaches and responsive interventions targeted at the causes of absence, particularly for vulnerable pupils. Poor attendance is strongly associated with poorer academic attainment.	3,4
Run a weekly Young Carers Group to provide emotional support, develop peer relationships and ensure young carers feel valued and understood.	Research consistently shows that belonging, peer support and emotional wellbeing improve pupils' engagement and readiness to learn.	3,4,5
Provide free after-school sports clubs to increase participation, physical activity and enrichment opportunities. Fund additional after-school clubs and enrichment activities, ensuring disadvantaged pupils can access a broad range of experiences regardless of financial circumstances.	Research shows that extracurricular and enrichment experiences can increase engagement, attendance, confidence and aspiration. They also contribute to cultural capital and wider personal development, particularly for disadvantaged pupils.	3,4,5

Park View Primary School

Subscribe to myHappymind to support pupils' mental health, wellbeing and personal development through a whole-school approach.	myHappymind aligns closely with EEF recommendations for explicit teaching of social and emotional skills, self-regulation, emotional awareness and resilience. EEF evidence suggests effective SEL approaches can improve both wellbeing and academic outcomes.	4
Subscribe to the Charanga Music Scheme to enhance cultural capital, creativity, wellbeing and enjoyment of music.	Arts and music participation contribute to engagement, confidence, wellbeing and cultural capital. The EEF Toolkit identifies arts participation as having a positive impact on academic outcomes and personal development.	4,5
Subsidise and fund educational visits, visitors and the Year 6 residential to ensure all pupils can fully participate in a broad and enriching curriculum.	EEF guidance and DfE Pupil Premium guidance emphasise the importance of providing disadvantaged pupils with access to enrichment opportunities, experiences and cultural capital that they may not otherwise receive. Such experiences can enhance vocabulary, knowledge and writing opportunities.	4,5
Provide targeted pastoral and safeguarding support to pupils and families experiencing social, emotional, mental health or social care challenges, helping to improve wellbeing, attendance and readiness to learn.		4,5

Total budgeted cost: £306, 810

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.