

Pupil premium strategy statement – Parkside 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	342 (396 inc nursery)
Proportion (%) of pupil premium eligible pupils	16%
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)	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	S Jones
Pupil premium lead	S Jones
Governor / Trustee lead	R Nixon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£79,357
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>	£79,357

Part A: Pupil premium strategy plan

Statement of intent

Our mission is to provide an exceptional education for the children of North Stafford, enabling every child of Parkside Primary School to be the very best they can be. From the moment pupils start with us, we are committed to creating a school where every child experiences equity, feels a strong sense of belonging and is supported to develop high aspirations, secure self-esteem and strong academic achievement. We strive to ensure that all pupils, regardless of background or the challenges they face, are welcomed into a safe, stimulating learning environment where they feel seen, valued and ready to learn. Our aim is for every child to look forward to coming to school and to become a confident, independent learner who achieves their full potential across all subject areas.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals and to ensure that every child has fair access to the opportunities, experiences and high-quality teaching that help them thrive. This includes creating an environment in which all pupils, especially those who may face additional barriers, build positive relationships, feel part of our community and develop the aspiration and resilience needed for the next stage of their education.

From September 2025, leaders have created a three-year Academy Improvement Plan in which all key priorities are designed to address the challenges disadvantaged children face at our school. Our pupil premium strategy is therefore an integral part of whole-school improvement rather than a separate plan. We consider the challenges faced by all vulnerable pupils, such as children in care, those who have a social worker, or those with special educational needs and disabilities, and we ensure our pastoral support is proactive, inclusive and rooted in our belief that every child deserves to belong and to succeed. The activity outlined in this statement is designed to meet these needs, regardless of whether pupils are eligible for the pupil premium.

High-quality teaching is at the heart of our approach and is evidenced through the consistent, whole-school implementation of a shared pedagogical model, underpinned by cognitive science and research into how children learn most effectively. We prioritise areas in which disadvantaged pupils require the greatest support, recognising that strengthening teaching for equity benefits all pupils. This has been a long-standing focus for our school and is proven to have the greatest impact on closing the attainment gap. We continually refine our curriculum to ensure that missed or insecure learning is addressed swiftly and meaningfully, enabling pupils to build secure knowledge over time. Ensuring access to a broad and balanced curriculum is central to promoting equity and a genuine sense of inclusion and belonging.

Our approach is responsive to both shared challenges and individual needs; it is rooted in robust diagnostic assessment rather than assumptions about the impact of disadvantage. The strategies we adopt are deliberately aligned and complementary, supporting pupils to excel academically, socially and emotionally.

To ensure these approaches are effective, we will:

- foster a culture of equity, inclusion and belonging where every pupil is known, valued and supported to achieve their best. Collective understanding, collective responsibility
- secure foundations in reading, oracy, numeracy and behaviour (including self regulation)
- build and maintain positive relationships with families from the offset
- ensure disadvantaged pupils are challenged in the work they are 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. Collective understanding, collective responsibility
- rigorous monitoring and quality assurance to support all pupils

Challenges

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

Challenge number	Detail of challenge
1	Pupils' wider experiences from their home life are limited for some children. The school's demographic of predominantly white British limits their understanding of key themes i.e. equality, diversity etc
2	Attendance data shows a disproportionate number of disadvantaged pupils are classed as persistent absentees and therefore do not fully engage with school life. This has a negative impact on their social and emotional development as well as academic progress.
3	Our ongoing discussions with pupils and their families show that a significant number of families require additional pastoral intervention, including social, emotional and mental health support.
4	Observations and data suggest that many disadvantaged pupils enter school with lower levels of spoken language, communication skills and vocabulary, which affects early reading, comprehension and writing.
5	Observations and discussions with pupils suggest that many pupils do not have a range of cognitive strategies to draw upon, relying on a favoured strategy which may not be best suited to a task. Due to this, some pupils are not motivated to tackle potentially challenging tasks

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
School's wider curriculum exposes children to a wide range of experiences and encourages tolerance and acceptance of diversity.	<ul style="list-style-type: none"> • Qualitative data from pupil voice, pupil and parent surveys and teacher observations.
Achieve and sustain improved attendance for all pupils. Disadvantaged pupils, particularly, attend school whenever they are able to	<ul style="list-style-type: none"> • The number of cases of avoidable persistent absenteeism reduces year on year with sustained high attendance. • Sustained high attendance from 2025/2026 demonstrated by: <ul style="list-style-type: none"> - The overall absence rate for all pupils being no more than 4% and there will be no gap in attendance for our disadvantaged pupils. - The percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no lower than their peers.
Children most in need are supported by a network of skilled professionals in order to ensure high quality pastoral support	<ul style="list-style-type: none"> • Pupil voice <ul style="list-style-type: none"> - Children feel safe when they attend school - Children report a sense of belonging at school - Children can list their trusted adults and how to report/disclose their worries • Selected children have access to a range of skilled professionals for weekly sessions as appropriate (according to demand) and demonstrate progress against established targets, functioning with increased safety and success in and out of school • Significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Boxall profiles show improved developmental and diagnostic scores with decreasing levels of difficulty over time. • Targeted external support is accessed and benefiting pupils and their families

<p>Disadvantaged pupils will demonstrate significantly improved spoken language, communication skills and vocabulary, enabling them to access learning more confidently across the curriculum. This improvement will be evident in stronger early reading skills, including phonics and comprehension, and in their ability to express ideas clearly in writing, resulting in a reduced gap between disadvantaged pupils and their peers.</p>	<ul style="list-style-type: none"> • Baseline and end-of-year assessments show that disadvantaged pupils make accelerated progress in spoken language and communication, with a higher proportion meeting age-related expectations compared to previous cohorts. • The attainment gap in early language and vocabulary between disadvantaged pupils and their peers is reduced, particularly on entry to EYFS and by the end of Reception. • Phonics screening data indicates that disadvantaged pupils' outcomes improve year on year, with fewer requiring additional interventions in KS1. • Teacher observations and learning walks show that disadvantaged pupils participate more confidently in discussions, use a wider range of vocabulary, and are able to articulate their thinking clearly.
<p>Pupils have a range of cognitive strategies to draw upon, understanding how best to apply these to improve their learning, including when faced with very challenging tasks</p>	<ul style="list-style-type: none"> • Pupils display a range of taught cognitive strategies relevant to their age and level of understanding. • Lesson observations show that pupils think critically to choose the most effective strategies to support their own learning. • As a result of most pupils using cognitive and metacognitive strategies effectively, they make accelerated progress.

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: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ECT Training	ECT framework introduced by the DfE to improve quality of teaching and teacher retention.	1, 2, 3, 4 & 5
High quality CPD investment to ensure that teacher provide quality teaching first	Effective Professional Development EEF Preparing for Literacy EEF EEF blog: 'Five-a-day' to improve SEND outcomes EEF	1, 4 & 5
Little Wandle DfE validated synthetic phonics scheme	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: Phonics EEF	4
Introduction to metacognitive and cognitive strategies	EEF research- Metacognition and self regulation research demonstrates 7+ months progress Metacognition and self-regulation EEF	5

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

Budgeted cost: £4357

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily reading both 1:1 and class story time	Full article: Funds of courage: advancing social justice in children's reading for pleasure Reading Communities Teresa Cremin	1, 3 & 4
NELI Programme	Preparing for Literacy EEF	4
Keep ups- Little Wandle	TA Recommendations Summary.pdf	4 & 5
Targeted boosters	TA Recommendations Summary.pdf	1, 4 & 5

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Collective understanding and collective responsibility- improve understanding of low family income and its impact	https://www.ascl.org.uk/ASCL/media/ASCL/Improving-outcomes-for-disadvantaged-learners-Marc-Rowland.pdf	2 & 3
Nurture Support	Social and emotional learning EEF	2 & 3
Universal Breakfast club offer	Breakfast clubs found to boost primary pupils' reading writing... EEF	2 & 3
Supporting with resources: uniform allowance & uniform swap shop, financial support for clubs, food bank stocked with holiday grab bags prepared	Food banks in schools BERA	3
Weekly attendance meetings to identify patterns and offer prompt support	Why school attendance matters, and what we're doing to improve it – The Education Hub	2

Total budgeted cost: £79, 357

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Several elements of the 2024–25 Pupil Premium strategy have been successfully achieved. Targeted financial assistance and the promotion of our pre-loved uniform boxes have ensured that all pupils, especially those from disadvantaged backgrounds, attend school appropriately dressed and ready to learn, removing potential barriers related to cost and self-esteem.

Parents have been supported through workshops (which have been well attended) and provided with additional communication highlighting the importance of reading at home, particularly the role of phonics in developing early literacy. This has been especially beneficial for disadvantaged families who may have fewer resources or less confidence in supporting reading at home.

In addition to this, the early identification of families requiring additional support remains a key strength. Feedback from parents indicates that timely interventions have improved access to appropriate help and strengthened relationships between home and school, further supporting the wellbeing and progress of disadvantaged pupils.

Data analysis demonstrates that there are attainment gaps between disadvantaged and non-disadvantaged pupils across all year groups. The most significant gap is evident in Year 6A, where 57.1% of pupils (4 out of 7) are working at an emerging level; however, it is important to note that two of these pupils joined the school during Year 6. The strongest performing year group is Year 1, with 75% of pupils working at age-related expectations or above and only 25% below.

The data must be interpreted in the context of cohort size, as low numbers of pupils eligible for PP/FSM can distort percentage-based analysis. For example, in Year 2 there are eight pupils working below expectations, but only one of the two PP pupils is emerging. Similarly, in Year 3 there are eleven pupils emerging; however, there is only one PP pupil in the cohort, who is also the sole pupil working below age-related expectations. This results in 100% of PP pupils in Year 3 being reported as below ARE, despite the small cohort size.

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