



Pupil premium strategy statement – Parsloes 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	381
Proportion (%) of pupil premium eligible pupils	33%
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)	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	June 2025
Statement authorised by	Lauren Pearce
Pupil premium lead	Natalie Lipman
Governor / Trustee lead	Richard Hunter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£170,200
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>	£170,200

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives are:

- To sustain a closed gap in attainment between disadvantaged and non-disadvantaged children.
- To enhance personal development opportunities for disadvantaged children, so that they are confident, resilient, articulate and well-prepared for their next stage of life.
- To support health and wellbeing alongside providing enrichment opportunities for disadvantaged children, so that they are well-prepared for the future.

We aim to do this by:

- Ensuring that high quality teaching and learning across the school consistently meets the needs of all pupils
- Ensuring that appropriate provision is available for children who belong to vulnerable or disadvantaged groups, whilst recognising that not all pupils who are disadvantaged are registered or qualify for Free School Meals.
- Allocating Pupil Premium funding based on a thorough needs analysis
- Using Pupil Premium funding to address underlying equalities, ensuring that it reaches those who need it most and that it makes a significant impact on their education

Our current pupil premium strategy works towards these objectives by:

- Having a clear focus on consistent quality first teaching as the main lever to sustain the attainment of disadvantaged children.
- Embedding our strategically selected school approaches that support disadvantaged pupils.
- Providing targeted support for disadvantaged children, prioritising language development and reading.
- Offering wellbeing and attendance support to help overcome barriers to learning.
- Ensuring that disadvantaged children access an enriched curriculum that provides a variety of experiences.
- Ensuring that our personal development offer maximises opportunities for oracy and character.

Challenges

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

Challenge number	Detail of challenge
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1	Sustaining a closed gap between disadvantaged and non-disadvantaged pupils
2	Our attendance data indicates that attendance and punctuality among disadvantaged pupils is lower than for non-disadvantaged pupils.
3	Disadvantaged children are displaying less resilience and require support with self-esteem and risk taking with their learning.
4	Observations and discussions with pupils and families have identified that our disadvantaged pupils have limited experiences outside of school and a lack of enrichment opportunities.
5	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. On entry, pupils are significantly below age-related expectations in communication and language.

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
Sustained reading attainment for disadvantaged pupils for GLD and at the end of KS2	The attainment gap remains closed for GLD, Phonics Screen and KS2 SATs.
Sustained maths attainment for disadvantaged pupils for GLD and at the end of KS2	The attainment gap remains closed for GLD, Multiplication Check and KS2 SATs.
Sustained writing attainment for disadvantaged pupils for GLD and at the end of KS2	The attainment gap remains closed for GLD and KS2 SATs.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged.	Sustained high attendance by 2026-2027 demonstrated by: -closing the gap between disadvantaged and non-disadvantaged pupils
Access to enrichment activities	Tracking and analysis of enrichment activities demonstrates that a high proportion of disadvantaged children have access to and area supported to attend.
To achieve and sustain improved wellbeing for all pupils in our school, particularly around self-esteem and resilience.	Audits completed with teachers, parents and children show diminishing wellbeing barriers
Improved confidence in oral language skills and vocabulary among disadvantaged pupils.	Observations and audits indicate improved confidence in oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutinies and ongoing formative assessment.

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: £85,235

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued implementation of Team Development to ensure that teaching across the whole curriculum is consistently good or better.	<p>The EEF Guide to the Pupil Premium highlights teaching as the top priority, including CPD.</p> <p>Team Development is part of the monitoring of teaching and learning. Teachers work together with SLT to reflect and improve practice within each year group.</p>	1, 3, 5
Working with the Maths Hub to implement a Maths Mastery approach across the school. We will fund teacher release time to have CPD for enhancement of teaching and planning. This will include the implementation of 'Mastering Number' for EYFS and KS1.	<p>Research from the EEF demonstrates that mastery approaches have a high impact, with children making an additional five months progress, on average, over the course of the year.</p> <p>The school is already in the process of implementing maths mastery, but further CPD and support from the Maths Hub is required.</p>	1
Continuing to embed TalkForWriting across the school, accessing support from a consultant and other training.	<p>Research into the impact of TalkForWriting shows that TalkForWriting schools consistently attain at a higher standard than the national average.</p> <p>We recognise that language and oracy is a key need within the school and use TalkForWriting as a vehicle to promote language development. Analysis of internal data shows that improving writing attainment is key priority for disadvantaged children.</p>	1, 5
To sustain the Standards of Excellence as a Little Wandle Champion School..	Little Wandle Letters and Sounds is a fully validated SSP. Therefore it provides a structured route for children to meet or exceed the expected	1

	<p>standards for reading in EYFS and Year 1. EEF research shows a high impact of synthetic phonics programmes, with an impact of +5 months.</p> <p>Although phonics attainment is already strong, the school is committed to ensuring that every child becomes a reader. Full CPD will be given to teachers and support staff.</p>	
<p>Continue to use Accelerated Reader to raise standards in reading, as well as promoting reading for pleasure.</p>	<p>Accelerated Reader is rated as having a strong impact on primary reading by the EEF based on available research.</p> <p>The school uses Accelerated Reader and Star Reading to monitor and track reading attainment and progress. Quizzes taken by the children are carefully monitored and used to highlight children who need further support with reading comprehension.</p>	1
<p>Implement the Nuffield Early Language programme (NELI) as a whole class approach in Reception.</p>	<p>Research undertaken by the EEF shows that children participating in NELI make on average an additional 4 months of progress within the academic year.</p> <p>We recognise the importance of closing the vocabulary gap and prioritising oracy for disadvantaged children in the Early Years.</p>	1, 5
<p>Continue to enrich the wider curriculum offer through high quality resourcing to support teaching and learning</p>	<p>The EEF Evidence Review highlights the importance of managing resources to ensure that opportunities to learn are maximised.</p> <p>The school has a well planned and sequenced wider curriculum that is designed to enrich learning in literacy. High quality resources will further increase independence and provide disadvantaged children with greater access to high quality texts across foundation subjects.</p>	1, 2, 3, 4

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

Budgeted cost: £47,425

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Offer structured reading interventions across the school, including 'keep up' as part of Little Wandle SSP.</p> <p>Continue to implement Rapid Keep Up programme for children in KS2.</p>	<p>Little Wandle Letters and Sounds is a DFE validated SSP and includes structured group and individual keep up sessions for children who fall behind.</p> <p>The school prioritises reading interventions in recognition of the importance of reading for learning across the curriculum. Disadvantaged children who are not meeting age-related expectations for reading have access to a relevant reading intervention, based on an analysis of needs.</p>	1

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

Budgeted cost: £37,540

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Internal process:</p> <p>The school Attendance Officer works closely with the Attendance Lead to improve the attendance of disadvantaged children.</p>	<p>Previous disadvantaged attendance has improved year-on-year following our systems and processes.</p>	2
<p>External process:</p> <p>The school works closely with our external Attendance Officer to improve the attendance of disadvantaged children.</p>	<p>Although disadvantaged attendance improved in 2023-2024, it still remains below the school target. As of November 2024, 60% of our families that our attendance officer is involved with are disadvantaged.</p>	2
<p>Morning Club offers for pupils with attendance and punctuality concerns – based on the pupils' interests, e.g. sports and art.</p>	<p>Based on our experiences, we have identified that sports clubs are a way to encourage our older disadvantaged children to be here on time and be here every day.</p>	2
<p>Continued purchase of the Thrive approach and CPD for Thrive practitioners and staff.</p>	<p>Research into the Thrive approach demonstrates the positive impact on social and emotional development.</p>	3

	The school has qualified Thrive practitioners	
Use Thrive practitioners to offer targeted wellbeing support.	Research into the Thrive approach demonstrates the positive impact on social and emotional development. The school has qualified Thrive practitioners	3
Junior Duke	Based on experiences of similar schools to ours, we have identified that this programme will increase our pupils' independence, confidence and resilience. Capable Kids - Creators of the Mini Duke, Junior Duke & Senior Duke	4, 5

Total budgeted cost: £170,200

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year. It also marks the completion of the third and final year of our three-year Pupil Premium Strategy.

Outcome 1 – Achieve national progress scores in Reading, Writing and Maths at KS2 –

When progress data was available our progress score at KS2 for ever FSM children were:

Reading -1.04; Writing -0.3; Maths 1.05

NCER National progress for disadvantaged children was:

Reading -0.86; Writing -0.13; Maths -1.00.

There was no progress data available for 2023-2024

Outcome 2 – Diminish the difference in Reading attainment

We have achieved this outcome and can see progress in all national tests. In KS2, 77% of FSM children achieving EXS (NCER national 62%); 24% achieved GDS (NCER national 18%). In the Phonics Screening Check, 85% of Y1 children achieved 32+. Then in EYFS, 75% ever FSM achieved the literacy ELG (NCER national 54%). National non-disadvantaged is 73%.

Outcome 3 – Diminish the difference in Maths attainment

We have achieved this outcome and can see progress in all national tests. In KS2, we had an increase from 82% to 88% of ever FSM achieving EXS (NCER national 60%). There was also an increase in GDS from 13% to 18% (NCER national 13%). For the Multiplication Tables Check, the average attainment score of disadvantaged pupils who took the check was 21.1 (NCER national 18.9). Then in EYFS, 100% of ever FSM children achieved Maths ELG (NCER national 63%). The national non-disadvantaged is 80%.

Outcome 4 – Diminish the difference in Writing attainment

In KS2, we have seen a decrease from 73% ever FSM achieving EXS, but we are still above national (NCER national 59%). There has also been a slight increase at GDS from 5% to 6% (NCER national 7%). In EYFS, 75% ever FSM achieved literacy ELG (NCER national 54%). National non-disadvantaged is 73%.

Outcome 5 – Achieve the school attendance target of 96.5%

We have continued to improve the attendance of our disadvantaged children. Although there is still a gap between our disadvantaged and non-disadvantaged children, the gap has diminished. The gap last year was 2.24% which is a decrease from the year before when the gap was wider at 2.42%.

Outcome 6 – Access to enrichment activities

All children entitled to Pupil Premium were prioritised for enrichment clubs and financial support was offered to all families. Over half of children entitled to Pupil Premium took up this offer and attended at least one enrichment club. Pupil attendance was highest following the pandemic when targeted academic enrichment activities were on offer.

Outcome 7 – Wellbeing barriers around self-esteem and resilience are overcome

The strategies implemented to meet this objective have had some impact however, the school has identified that there is still further work needed in this area. This work will continue in the next Strategy.