



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 (Reception to Year 6)	382
Proportion (%) of pupil premium eligible pupils	31.5%
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 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Lauren Pearce
Pupil premium lead	Natalie Lipman
Governor / Trustee lead	Dawn Larkin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£177,850
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>	£177,850

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
<p>Continued implementation of Team Development to ensure that teaching across the whole curriculum is consistently good or better.</p>	<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>	<p>1, 3, 5</p>
<p>Continuing to embed TalkForWriting across the school, accessing support from a consultant and other training.</p>	<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>	<p>1, 5</p>
<p>To sustain the Standards of Excellence as a Little Wandle Champion School..</p>	<p>Little Wandle Letters and Sounds is a fully validated SSP. Therefore it provides a structured route for children to meet or exceed the expected 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>1</p>

Continue to use Accelerated Reader to raise standards in reading, as well as promoting reading for pleasure. Review of how this is to be used and re-launching as a school to ensure maximised use of software. CPD to be provided for teachers.	Accelerated Reader is rated as having a strong impact on primary reading by the EEF based on available research. 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.	1
Implement the Nuffield Early Language programme (NELI) as an intervention approach in Reception.	Research undertaken by the EEF shows that children participating in NELI make on average an additional 4 months of progress within the academic year. We recognise the importance of closing the vocabulary gap and prioritising oracy for disadvantaged children in the Early Years. Pupils have been prioritised for this intervention.	1, 5
Continue to enrich the wider curriculum offer through high quality resourcing to support teaching and learning	The EEF Evidence Review highlights the importance of managing resources to ensure that opportunities to learn are maximised. 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.	1, 2, 3, 4

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

Budgeted cost: £55,075

Activity	Evidence that supports this approach	Challenge number(s) addressed
Offer structured reading interventions across the school, including 'keep	Little Wandle Letters and Sounds is a DFE validated SSP and includes	1

up' as part of Little Wandle SSP. Continue to implement Rapid Keep Up programme for children in KS2.	structured group and individual keep up sessions for children who fall behind. 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.	
External Speech and Language therapist used to target disadvantaged pupils.	Due to Speech and Language being the school's significant need – we have prioritised this in terms of interventions that are to take place. 27% of the pupils are Pupil Premium.	1, 5

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

Budgeted cost: £37,540

Activity	Evidence that supports this approach	Challenge number(s) addressed
Internal process: The school Attendance Officer works closely with the Attendance Lead to improve the attendance of disadvantaged children.	Previous disadvantaged attendance has improved year-on-year following our systems and processes.	2
External process: The school works closely with our external Attendance Officer to improve the attendance of disadvantaged children.	Although disadvantaged attendance improved in 2024-2025, it still remains below the school target. As of November 2025, 92% of our families that our attendance officer is involved with are disadvantaged.	2
Morning Club offers for pupils with attendance and punctuality concerns – based on the pupils' interests, e.g. sports.	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.	2

Continued purchase of the Thrive approach and CPD for Thrive practitioners and all staff.	Research into the Thrive approach demonstrates the positive impact on social and emotional development. The school has qualified Thrive practitioners	3
Use Thrive practitioners, as well as all staff 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 for EYFS and KS1	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: £177,850

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 2024 to 2025 academic year.

This is the first year of our three-year Pupil Premium Strategy.

Outcome 1 – Sustained reading attainment for disadvantaged pupils for GLD and at the end of KS2

We can see an increase of disadvantaged pupils achieving both EXS and GDS in Reading. We had 93% of FSM children achieving EXS (NCER national 63%) and 50% achieving GDS (NCER national 21%). In the Phonics Screening Check, 93% of disadvantaged Year 1 children achieved 32+. In EYFS, 40% ever FSM achieved the literacy ELG (NCER national 54%).

Outcome 2 – Sustained maths attainment for disadvantaged pupils for GLD and at the end of KS2

We can see a slight decrease of disadvantaged pupils achieving EXS in Maths at 86% from 88%, but this is still above national (NCER national 61%). There was, however, an increase in GDS with 29% of FSM children achieving this (NCER national 15%). For the Multiplication Tables Check in Year 4, the average attainment score of disadvantaged pupils who took the check was 23.1 (NCER national 19.3). In EYFS, 40% ever FSM achieved the Maths ELG (NCER national 63%).

Outcome 3 – Sustained writing attainment for disadvantaged pupils for GLD and at the end of KS2

In KS2, we have seen an increase to 79% ever FSM achieving EXS (NCER national 60%). There has also been a slight increase at GDS to 14% (NCER national 7%). In EYFS, 40% ever FSM achieved literacy ELG (NCER national 54%).

Outcome 4 – To achieve and sustain improved attendance for all pupils, particularly our disadvantaged.

We have continued to improve the attendance of our disadvantaged children. Although there is still a gap between our disadvantaged and our non-disadvantaged the gap has diminished. The gap last year was 0.65% which is a decrease from the year before when the gap was wider at 2.24%.

Outcome 5 – Access to enrichment activities

All pupils entitled to Pupil Premium have access to financial support should they need it to ensure they can access enrichment activities at school. This funding is available for school trips and school clubs. We publicise this through our newsletters and where we are aware parents may be struggling financially speak to them directly and offer support.

Outcome 6 – To achieve and sustain improved wellbeing for all pupils in our school, particularly around self-esteem and resilience.

Specially-trained members of staff have been used to support children with transitions throughout the day. These members of staff help to regulate the pupils as needed. Using Thrive strategies, staff members have ensured that they are ready to work in their classes and learn effectively. This has also had a positive impact on their attendance in school, due to their wellbeing being a priority. As well as this, a Wellbeing club took place at lunchtime on a daily basis, where specific pupils were targeted to attend. The club was social skills based, using elements of Thrive within it. As well as this, a Wellbeing after-school club was carried out weekly, led by a Thrive practitioner. In this, Thrive strategies and techniques were used to support with the children's self-esteem and resilience. Up-take of both of these clubs was good and we found from discussions at termly Pupil Progress meetings that teachers could see the impact.

Outcome 7 – Improved confidence in oral language skills and vocabulary among disadvantaged pupils.

Within our school, there is the universal offer of Talk for Writing being used in all classes. Due to the nature of the approach, children internalise the language structures needed to write through 'talking the text'. By using this, we can see an improved confidence with the oral language skills that our pupils are using. We have also reviewed both our Literacy and Wider Curriculum plans to ensure that all lessons have a focus on specific vocabulary that is to be used and this is progressive throughout the school. These words are displayed in the classroom and are on knowledge organisers in the pupils' books. This has supported the pupils to use them during discussions and explanations – creating a wider bank of words that they can confidently use in different contexts. As well as this, from using NELI in Reception we can see that on average, pupils improved their standard score by between 8 and 27 points.