



**Pupil Premium Strategy for 2024-2025 - EVALUATION Summary**

*'Pupils enjoy attending this nurturing school. Pupils, parents and carers, and staff are overwhelmingly positive about the school. Caring professional relationships exist between pupils and staff. Pupils know that staff will listen and help them if they have a concern. They are happy and feel safe.'*

<b>Key Area</b>		
<b>Teaching - inc cpd, recruitment and retention</b>		
<b>Activity Summary</b>	<b>Projected Spend</b>	<b>Actual Spend</b>
DH, SENDCO, English lead to provide a programme of coaching support to improve T&L - especially in Reading and Writing	£30,000.00	£40,000.00
Programme of coaching - training for Deputy Head + release time for teacher coachees	£4,750.00	£4,000.00
TA - additional targeted support as identified in PP meetings	£8,000.00	£8,000.00
To develop the mastery maths approach with a particular focus on fluency and reasoning. Develop WhiteRose/ Kirfs, will include CPD for new staff and ECTs, and resourcing where necessary	£2,500.00	£1,800.00
To develop a whole school Timestables approach - resources and leadership release	£2,000.00	£1,200.00
Communication and language support for the youngest pupils, recruitment of additional Tas to lead on the NELI programme, as well as other communication-based interventions, eg bucket time, box clever and First Call	£22,000.00	£18,000.00
Middle Leadership Development – 3 members of teaching staff 3 x 1 days	£750.00	£0.00
Introduction and training for Spelling Shed programmes to be introduced Y1-Y6 to support effective delivery of high-quality teaching of spelling.	£1,000.00	£1,000.00
NPQH related CPD, disseminating to key staff	£1,000.00	£500.00
<b>Projected Total Spend</b>	<b>£72,000.00</b>	
<b>Actual Total Spend</b>		<b>£74,500.00</b>
<b>Difference</b>		<b>-£2,500.00</b>

<b>Key Area</b>		
Targeted Academic Support, Tutoring, 1:1, Structured Interventions		
<b>Activity Summary</b>	<b>Projected Spend</b>	<b>Actual Spend</b>
PiXL package, diagnostic, intervention, analysis	£3,000.00	£2,700.00
Little Wandle phonics programme to ensure a consistent systematic synthetic phonics approach is taken and phonics intervention target PP learners	£2,000.00	£1,800.00
NCETM Mastering Maths programme EYFS-Y2	£1,250.00	
Investment in rich reading resources to support reading for pleasure and curriculum reading pathway	£3,000.00	£2,100.00
Targeted interventions, resources - TA delivery, for example, phonics/ fluency from Y3-6, Starfish mentoring	£10,000.00	£9,500.00
Positive regard implementation and resourcing	£1,500.00	£1,600.00
Lego therapy training	1200	1200
<b>Projected Total Spend</b>	<b>£21,950.00</b>	
<b>Actual Total Spend</b>		<b>£18,900.00</b>
<b>Difference</b>		<b>-£3,050.00</b>

Key Area		
Wider Opportunities - attendance, behaviour, wellbeing		
Activity Summary	Projected Spend	Actual Spend
Targeted support from family welfare and safeguarding officer to support vulnerable families to ensure that early help is implemented	£11,000.00	£11,000.00
Attendance and Parent Engagement officer to monitor attendance and implement Attendance strategies	£15,000.00	£15,000.00
Targeted support Behaviour- Art Therapy	£2,000.00	£2,000.00
BIG SING Boston/ John Lyons	500	500
Increase enrichment opportunities for disadvantaged children: LMS services - Y2, whole class tuition, Choir, Leadership support	£2,500.00	£2,500.00
Breakfast club provision for PP	£4,000.00	£4,000.00
NoOutsiders training and resources	£2,500.00	£2,600.00
Picture News online resource, enrichment for assemblies and dialogue in classrooms	£590.00	£590.00
To ensure that all children have the opportunity to take part in trips in order to close the cultural capital gap and ensure deeper learning in the curriculum	8000	8000
Team Teach training	1430	1430
Subsidised uniform	3000	3000
<b>Projected Total Spend</b>	<b>£50,520.00</b>	
<b>Actual Total Spend</b>		<b>£50,620.00</b>
<b>Difference</b>		<b>£100.00</b>

Total amount available	Projected Spend	Actual Spend
144144	£144,470.00	£144,020.00

Difference - amount available / actual spend	£124.00
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*'The school is persistent in identifying and removing barriers to learning.'*

### Summary of Plan

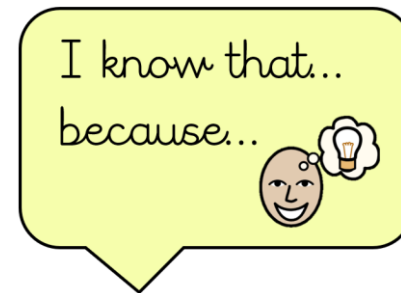
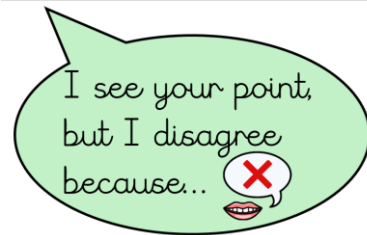
	Intended outcome	Success criteria
1	Improved oral language skills and vocabulary among disadvantaged pupils.	PP children more confident to take part in oracy activities. PP children have the 'tools' for effective speaking and listening within a range of opportunities. This evidence is triangulated through engagement in lessons, pupil voice and ongoing formative assessment.
2	Improved Writing attainment at the end of KS 1 and KS 2 among Pupil Premium children.	Writing outcomes in 2024/2025 show that Pupil Premium pupils meet the expected standard as frequently as their non-PP peer group. Pupils with additional needs, as well as PP make good rates of progress from their starting points and increasingly close the gap with their peer group.
3	Improved parental engagement in learning and school life in order to better equip parents and carers to support their children's success.	Park offers a wide range of engagement opportunities designed to foster positive relationships with learning and that are informative about learning expectations for parents and carers. Parents and carers are positively encouraged to attend, and do so in increasing numbers, activities such as workshops, assemblies, learning showcases, open classrooms, parents' evenings, induction and attendance action planning meetings.
4	Greater opportunities for enrichment activities with the PP children across school.	Increased number of PP children taking part in the enrichment opportunities not only within the curriculum but also wider. Positive feedback from all children and families. Social skills, independence, perseverance and teamwork are developed.
5	To achieve and sustain improved attendance and punctuality for all pupils, particularly our pp pupils.	The attendance of PP pupils meets the school target of 95+% and is in line with National. Attendance Team have a clear plan in place for pupils with low attendance. Staff are aware of difficulties that may impact PP learners and have plans in place to support these.
6	To ensure the behaviour and attitudes of pupils, particularly those PP pupils, is conducive to effective learning	Behaviour logs will show a decrease in the number of behaviour incidents throughout the school day.  Individuals receive targeted and specific support, as quickly as possible where necessary

## Evaluation of Intended Outcomes

### 1 - Improved oral language skills and vocabulary among disadvantaged pupils.

PP children more confident to take part in oracy activities. PP children have the 'tools' for effective speaking and listening within a range of opportunities. This evidence is triangulated through engagement in lessons, pupil voice and ongoing formative assessment.

Majority of pupils are confident to take part in oracy activities throughout the school. In the EYFS and Y1, staff have developed Busy Boards in continuous provision to ensure that key vocabulary and stem questions to support adult talk in play, supports quality interactions. We have developed the Total Communication approach throughout the school so that increasingly pupils report that they can express their thinking, what they enjoy and what they are worried about in a range of ways. We have simplified the language and images to support discussion in key areas of school life – such as behaviour management and class routines. This has enabled all our pupils, especially those disadvantaged pupils with language difficulties to feel a greater sense of belonging and express themselves with more confidence. We have seen a reduction in negative behaviours as a result of pupils being better able to express their needs. Some examples of what that looks like are below;



The knowledge and subject content vocabulary within our no-core curriculum has been streamlined to enable regular practice of that vocabulary over time with the intention that pupils will remember it for longer. For units studies this year, the evidence is good that pupils are retaining that language for longer. Our curriculum plans include revisiting this knowledge year on year so that pupils remember learning from previous academic years more deeply as well.

## **2 - Improved Writing attainment at the end of KS 1 and KS 2 among Pupil Premium children.**

Writing outcomes in 2024/2025 show that Pupil Premium pupils meet the expected standard as frequently as their non-PP peer group. Pupils with additional needs, as well as PP make good rates of progress from their starting points and increasingly close the gap with their peer group.

Whilst disadvantaged pupils throughout the school are making good progress, often in line with their non-disadvantaged peers, our end of year assessments have demonstrated that there are still gaps in attainment – the number of disadvantaged pupils meeting the 'Expected' age appropriate level in some cohorts is not in line with the same number of pupils meeting the 'Expected' level for non-disadvantaged peers./

This will continue to be a key focus for development in the coming year.

Our work on oracy and language development is paying off in that we can see many of our disadvantaged pupils using more adventurous or appropriate language in their speaking; we intend that they will increasingly be supported to use it in their writing. Staff training will be focussed on developing opportunities for pupils to rehearse and read out-loud as part of the creating and editing process in writing. We will also continue to support pupils' developments in handwriting – transcribing accurately, improving consistency or letter formation and stamina to write.

Our Reading pathway is well embedded and pupils continue to be exposed regularly to high quality texts, with varied themes and styles of writing. Pupils have reported that they enjoy Reading much more and enjoy class reading – especially the class novels. This is important in order to build their exposure to texts so that they can transfer their experiences of reading texts into their writing. Phonics and Fluency programmes have had demonstrable impact on early reading skills.

## **3 - Improved parental engagement in learning and school life in order to better equip parents and carers to support their children's success.**

Park offers a wide range of engagement opportunities designed to foster positive relationships with learning and that are informative about learning expectations for parents and carers. Parents and carers are positively encouraged to attend, and do so in increasing numbers, activities such as workshops, assemblies, learning showcases, open classrooms, parents' evenings, induction and attendance action planning meetings.

Parents have been welcomed more widely into school throughout the year, in all age groups. Examples of opportunities for parents include; open classroom afternoons, stay and play in the mornings, shared experiences (for example, Astrodome or Pizza Parties where pizzas were made together), Showcases (for example, learning about Egyptians), and activities linked with our Park Pathway including a cake sale to raise funds for the Butterfly Hospice.

We also plan workshops for parents attached to those events, such as phonics workshops before stay and play events in the EYFS and Y1.

Our attendance strategy has developed to include explicit talk with parents and carers about their child's learning and impact of absence on their learning. Our Insight data tool is very useful for this, and parents of disadvantaged pupils with poor attendance have said that they can see better the link between absence and the impact on their child's learning.

As a result, attendance for many of our disadvantaged pupils has improved and therefore, they are more engaged in their learning.

In some cases we have brought examples of age related expectations of work to meeting with families to demonstrate what is expected of children in any age group.

Parents have attended whole school events such as Carols by the choir, Sports day and Leavers events. Parents have attended some after school clubs with their children such as Makaton, Gardening and Healthy Eating.

Class events and whole school events are very well attended – in some case we have more than 90% of children represented.

For some of our disadvantaged pupils, we specifically target advertising for these events to them via edgen, Facebook messenger or telephone. Our Attendance and Pastoral team are made aware of such events so that they can share with families at support meetings where appropriate – such as Attendance meetings or TAC meetings.

#### **4 - Greater opportunities for enrichment activities with the PP children across school.**

Increased number of PP children taking part in the enrichment opportunities not only within the curriculum but also wider. Positive feedback from all children and families. Social skills, independence, perseverance and teamwork are developed.

Disadvantaged pupils report consistently that they enjoy trips and visits. All year groups experienced at least 2 trips or visits during the academic year. Pupils are able to link their experiences with the taught curriculum and can explain what they have learnt from the trip or visit. Trips and visits are memorable because children can remember them and reflect on their over time.

Disadvantaged pupils for whom parents wish to attend residential are supported to do so - this includes subsidised funding of the trip, plus support in purchasing any resources required such as wellies or clothes for outdoor learning.

We have sustained the development of Choir with support from the Lincs Music Service – many pupils attending this are eligible for PP.

On average, we have tracked that regularly 33% to 50% of pupils attending after school clubs are eligible for pupil premium. All clubs this year have been free to access.

We also subsidise our breakfast and afterschool clubs to enable our most vulnerable families to access the BC or AFC for free.

The Park Pathway (character curriculum based on SMSC experiences – Social, Moral, Spiritual, Cultural) is well-embedded in school life and pupils experience a range of wider opportunities. They are designed to benefit all pupils but especially our disadvantaged pupils. It includes for example, litter picking and projects to improve our local environment, fund raising for charities, visiting an art gallery or museum, participating in a theatre or local sporting event.

Ofsted, June 2025

*Pupils have a range of opportunities to develop their character. The 'Parkway pathway' ensures that pupils have a breadth of experiences during their time in school. This includes older pupils taking part in a careers fair to consider what future employment might look like for them. Pupils know staff listen to, and act on, their suggestions, for example introducing the STEM after-school club. This helps pupils to develop their talents and interests. Pupils enjoy a wide range of clubs, trips and sporting opportunities.*

*The provision for pupils' personal development is well thought out. Pupils learn about physical health and well-being. They learn about different faiths and cultures and celebrate the diversity of pupils in the school. Pupils show a deep understanding of how the fundamental British values are linked to the school's values of 'perseverance, respect, being open minded, unity and determination'. Pupils understand equality and inclusion.*

**5 - To achieve and sustain improved attendance and punctuality for all pupils, particularly our pp pupils.**

The attendance of PP pupils meets the school target of 95+% and is in line with National. Attendance Team have a clear plan in place for pupils with low attendance. Staff are aware of difficulties that may impact PP learners and have plans in place to support these.

Ofsted, June 2025

*The school has rigorous arrangements for ensuring that pupils attend school well. Its work with families and other agencies ensures that support is provided for pupils. As a result, pupils' attendance has improved significantly.*

National Data:

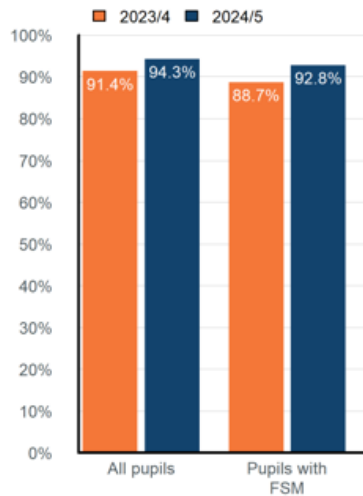
The attendance rate across the 2024/25 academic year to date was 93.2%. The absence rate was, therefore, 6.8% across all schools. The rate of persistent absence (pupils who miss 10% or more of their possible sessions) was 18.4%, which is a 1.7 percentage point decrease compared to the equivalent point last academic year.

School data for this school year to May 31<sup>st</sup>;

94.5% attendance at school, 5.5% absence. Disadvantaged pupils attendance overall is slightly lower at 93%, with 7% absence rate.

PA for the year is 18%.

The table below (Dfe Dashboard) demonstrates the improvement from last to this year – Whole school pupils 2.9% improvements in attendance, FSM pupils +4.1% improvement in attendance.



**6 - To ensure the behaviour and attitudes of pupils, particularly those PP pupils, is conducive to effective learning**

Behaviour logs will show a decrease in the number of behaviour incidents throughout the school day.  
Individuals receive targeted and specific support, as quickly as possible where necessary

Ofsted, June 2025

*'Starting in the early years, the school has high expectations of pupils' behaviour. Staff manage any incidents consistently well. As a result, pupils behave well in a calm and orderly environment. The school wants the best for all pupils. It sets high expectations for pupils' achievement. Consequently, pupils achieve well, particularly in the core subjects.'*

Behaviour in and around school has seen significant improvements since the end of 2023, and we have sustained these improvements since then. The majority of pupils report that they feel safe in school, that they can talk to adults and that they incidents of bullying are infrequent and dealt with quickly if they arise. Investment in CPD for staff in approaches including Restorative Behaviour Strategies, Trauma Based tool kits, Team Teach including de-escalation strategies, Positive Regard and Autism Level 1 and 2 can now be seen in everyday practice.

Our disadvantaged pupils were particularly susceptible to some of the challenges relating to antisocial behaviour outside school – this has been addressed effectively and disadvantaged pupils nor report that they feel happy in school and safer outside school. Strategies impacting on that this year have included use of Starfish mentoring and Wellbeing Champions programme, closer work with families to support regular attendance at school and to address any anxiety about coming to school quickly, very effective support to address absence from our Attendance and Pastoral team.

Investment in staff training to ensure high quality teaching and increasing access to early intervention for pupils struggling with basic skills, especially in Reading and Phonics has impacted positively on learner attitudes. Progress and attainment in Reading throughout the school has improved significantly and as a result, pupils report they feel more confident and positive about their ability to access learning across the whole curriculum