

# Park Academy Pupil Premium Strategy Statement - 2025-2028



## Pupil Premium Strategy for 2025-2026

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 effect that last year’s spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Park Academy
Number of pupils in school	354 (Sept 23) 335 (Nov 24) 305 (Nov 25)
Proportion (%) of pupil premium eligible pupils	13% (Sept 22) 29% (Sept 23) 34% (Nov 24) 35% (Oct 25)
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2025-2028
Date this statement was published	October 2025
Planned review date	July 2026
Actual review date	
Reviewed by	Kris Radford Charlotte McRae
Statement authorised by	Kris Radford
Pupil premium lead	Kris Radford
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£105,259 (Sept 22)





Our intention is that all pupils, irrespective of background or challenges they face, make the best possible progress and achieve high attainment across all subject areas. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are high achievers from their starting points. We aim to ensure that follow a evidence informed approach, for example - research conducted by EEF is used to support decisions around the usefulness of different strategies and their value for money.

We understand the challenges faced by vulnerable pupils such as those with English as an Additional Language (EAL), those with Special Educational Needs or Disabilities (SEND) including Social, Emotional and Mental Health (SEMH) or Communication and Interaction (CI) difficulties, those who have social workers or whose families are participating in TAF (previously TAC).

We also recognise the significant challenges of increasing numbers of children requiring support with Communication, Speech and Language, decreased readiness for school at the point of admissions into the EYFS and significantly more challenging SEMH needs.

Many of our pupils who are eligible for Pupil Premium funding experience multiple factors of potential disadvantage.

The activities we have outlined in this statement are intended to support the needs of all our pupils regardless of whether they are disadvantaged or not, but we understand that best practice such as this is best practice for all learners.

At the heart of our approach are strategies designed to ensure;

- Quality First Teaching and
- the earliest possible intervention is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support.

These approaches are proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We recognise that pupil premium students are not all alike. As such, we treat every child as an individual who has the potential to succeed and attain highly whilst also recognising challenges associated with potential disadvantage.

Our approach will be responsive to common challenges and individual needs, rooted in robust and regular formative and summative assessment.

Our ultimate objectives are to:

- Narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- Ensure disadvantaged pupils are challenged in the work that they're set.
- Act early to intervene at the point need is identified.
- Support our children's health and wellbeing to enable them to access learning at an appropriate level.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

We aim to achieve these objectives by:



- Ensuring all teaching is good or better, thus ensuring that the quality of teaching experienced by all children is improved.
- Deploying teaching staff effectively to ensure a focus on narrowing gaps between disadvantaged children and their non-disadvantaged peers.
- Focusing the spending of our pupil premium on accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target more-able, disadvantaged children to exceed age -related expectations.
- Support payment for activities, educational visits and residentials ensuring children have first-hand experiences to use in their learning in the classroom, building their cultural capital.
- Providing extensive pastoral support to both disadvantaged children and their families through the effective deployment of a dedicated Family Welfare Officer, our Attendance Team, Early Help intervention, high-quality well-being provision, non-teaching SENDCo and TA2 deployed to target learning support for pupils with EAL.

### Challenges

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

Challenge number	Detail of challenge
1	Children start school with poor language acquisition and limited vocabulary. Higher than average Speech, Language and Communication difficulties and other SEND.
2	Lower starting points in writing than their peers, and slower progress where there is limited vocabulary, limited early experiences that support the development of writing and limited opportunities for writing
3	Limited or less effective parental engagement due to factors such as language barriers, fewer positive academic experiences, limited understanding of how to actively support their child in learning.
4	Children increasingly subject to adverse childhood experiences and trauma, that impact upon their readiness to learn, their future wellbeing, longterm health and mental health.
5	Lack of readiness for learning – many of our pupils demonstrate, for example, difficulties regulating self-management of positive relationships, negative attitudes towards themselves and their own abilities, or demonstrate avoidance type behaviours in learning time.
6	Limited enrichment opportunities available.
7	Number of pupils who are mobile – many of whom do not share the same learning experiences, programmes of study or cultural capital
8	Poorer rates of attendance and poorer punctuality than their peers.

### 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.





Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. DH and SLT to provide a high-quality programme of coaching support to improve T&amp;L at a whole school or targeted level;</p> <p>Teacher coaching, QFT, assessment and maths</p> <p>English Lead – coaching, improving writing</p> <p>Sendco – ensuring and improving inclusive practice</p> <p>Access to Voyage continuation of Coaching programme – Refresher (KR) and Print programme (HRob, Hric, KRr)</p> <p><b>Projected Spend - £61,166</b></p>	<p>‘Coaching has the potential to make teaching more effective, more satisfying and more successful, through its agency for professional and personal growth. Undertaken systematically across a school, it can improve teaching quality and consistency.’</p> <p><a href="#">The power of incremental coaching – improving teaching quality - TeachingTimes</a></p> <p>‘The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.’</p> <p><a href="#">1. High-quality teaching   EEF</a></p>	<p>1 2 4 5</p>
<p>2. Purchase of PIXL membership – tools and support network include diagnostic assessments, strategies and resources to support the identification of gaps and tools to address the gaps. Raising Standards Lead (RSL) implement; Targeted pupil progress meetings, unpicking barriers with key staff, planning to address them and supporting evaluation of progress in removing them.</p> <p><b>Projected Spend - £ 2,745</b></p>	<p>‘Collecting data about the attainment and progress of pupils eligible for PP can help identify priorities and target additional support’</p> <p>Especially when combined with high quality approaches, intervention and efforts to improve whole class teaching</p> <p><a href="#">The EEF Guide to the Pupil Premium   Education Endowment Foundation</a></p>	<p>1 2 3 4 5 7</p>
<p>3. Purchase of, and provision of in-house support in use of INSIGHT by our RSL. This will include training where necessary, development of key analysis tools, and extensive and regular time for staff to reflect, plan and evaluate together using information generated. This effectively support attendance discussions.</p> <p><b>Projected Spend - £ 2,000</b></p>		<p>1 2 3 4 5 7 8</p>
<p>4. To develop the Mastery Maths approach with a particular focus on developing language to support fluency and reasoning. NCETM training – fluency, Y3/4. This will be done through Kirfs and weekly arithmetic, in addition to Whiterose informed, quality whole class teaching - will include CPD for new staff and ECTs, training for learning support staff.</p> <p><b>Projected spend: £ 2,000</b></p>	<p>Evidence indicates that high-quality talk can play an important role in supporting learning.</p> <p>Developing mathematical language – both informal and formal – in the classroom allows children to take an active part in learning. It helps children to develop a better and deeper understanding of mathematical concepts.</p> <p>Developing knowledge and understanding of precise mathematical vocabulary enables children to communicate more clearly. It supports children to justify, argue and prove their thinking more effectively.</p> <p><a href="#">EEF blog: Meaningful Moments for Mathematical Talk   EEF</a></p> <p><a href="#">EEF Maths EY KS1 Guidance Report.pdf</a></p>	<p>1 3</p>




<p>5. Develop staff understanding of and expertise in Executive Function, and what implications for effective learning. Initial training and action planning.</p> <p>Goal 1 - Removing cognitive load, enabling more pupils to recall facts quickly to support fluency in their oral and written reasoning. Building confidence by enabling pupils to access key information quickly and fluently. For example, to develop and sustain whole school Timestables approach – Times Table Rockstars as programme for pupil practice and tracking, CPD and progress meetings to support staff in effective teaching. Evaluation of progress and planning for next steps in teaching.</p> <p>Goal 2 – TBA agreed following staff CPD – focus on pupil self organisation, and increasing independence in thinking</p> <p><b>Projected spend: £1,200</b></p>	<p>Disadvantaged children underperform across multiple indicators of cognitive functioning. These include assessments of general intelligence, speed of cognitive processing, language ability and executive functioning’</p> <p><a href="#">Socioeconomic status and the developing brain - ScienceDirect</a></p> <p>Executive function skills can help children hold information or instructions in mind during classroom activities, focus on task-relevant stimuli during problem solving tasks, and resist internal or external distractions. Furthermore, these skills are especially important for the exercise of willful control, delay of gratification, and cognitive and emotional self-regulation (<i>Blair &amp; Razza, 2007</i>). From kindergarten to high school, executive functions have been shown to explain an important proportion of the variance in achievement, even after accounting for child IQ and SES (<i>Duckworth and Seligman, 2005, no link available</i>)</p> <p>The data shows that the average speed and accuracy of the children who were using Times Table Rockstars three times a week has improved. significantly compared to their study counterparts who didn’t use technology to support their learning of times tables.</p> <p><a href="#">To-what-extent-does-technology-enhance-the-acquisition-of-times-table-knowledge-and-the-fast-and-accurate-recall-of-times-table-facts.pdf</a></p>	<p>1 2 3 4 5 6 7 8</p>
<p>6. Develop Read, Steady, Spell (Literacy Counts) programmes through Y2-Y6 in order to support effective delivery of high-quality teaching of spelling and the faster recall of spelling patterns, and commonly used words.</p> <p>Ensure effective transition in spelling approach between Little Wandle and Y2-6</p> <p><b>Projected spend: £2,000</b></p>	<p>Research suggests strong links between spelling, reading, and writing skills, indicating the ongoing importance of spelling despite changing attitudes and technological advancements. Misspelt words can hinder reading comprehension, while improvements in spelling are associated with better reading skills.</p> <p><a href="#">Does spelling still matter—and if so, how should it be taught? – The Writing for Pleasure Centre</a></p> <p>‘Pupils who spell well are more confident about using advanced vocabulary than poorer spellers. This is because the latter feel they need to use words they can spell correctly. Further, spelling difficulties increase the cognitive load. Pupils who struggle with spelling write less, do so less fluently and produce lower-quality writing.’</p> <p><a href="#">The Writing Framework, DfE, 2025</a></p>	<p>1 2</p>
<p>7. EAL intervention for pupils who have PP and EAL – baseline assessment, identify needs as early as possible and delivery of high quality intervention</p> <p><b>Projected Spend: £8,144</b></p>	<p>Overall, 19% of all disadvantaged pupils will use EAL and 19% of all FSM pupils will use EAL (DfE, 2020). Furthermore, as noted above, 41% of children who use EAL living in the most deprived areas. will be in the early stages of developing English language competence which is the group at risk of under-performing compared to their English-speaking peers. By contrast, in a less deprived areas only 27% of pupils who use EAL will be at the early stage of developing language competence (DfE, 2020). So, there is an intersection of both deprivation and EAL status for</p>	<p>1 2 7 8</p>



	a significant portion of the EAL population as there is with their first language English peers <a href="#">Language and learning loss: The evidence on children who use EAL</a>	
8. Staff CPD in Careers and Aspirations, in part based on the programme led by LCC – Start Small, Dream Big. Develop and sustain a structured approach to developing careers and aspirations for our pupils, especially those entitled to PP. Ensure curriculum is clearly mapped from EY to Y6.  <b>Projected costs; £1500 training, investment in resources or opportunities for visits/ participation in events such as F1 Challenge</b>	Children begin shaping their views of the world of work astonishingly early. By the age of six, they already hold assumptions about which jobs are for boys, and which are for girls. Left unchallenged, these stereotypes can narrow horizons and influence choices for years to come.  Every primary-aged child, no matter their background, should have the chance to see the widest possible range of futures ahead of them. By doing so, we help them keep their horizons open for as long as possible, setting them on a path to fulfil their talents and take their best next step. <a href="#">Careers and Enterprise Network</a> , 2025	3 4 5 6  8

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

Budgeted cost: £30,708.95

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Implementation of Little Wandle phonics programme to ensure a consistent systematic synthetic phonics approach is taken and phonics intervention target PP pupils – includes Fluency programmes. Targeted pupils from Y1 to Y6 dependent on need for developing early reading skills.  Implementation of targeted additional teacher-led Phonics and early reading intervention for Years 1 and 2.  <b>Projected spend: £13,049</b>	Hulme, C and Snowling MJ 2013 – ‘Learning to Read – What we know and what we need to understand better.’    <a href="https://educationendowmentfoundation.org.uk/Phonics">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	1 2
2. Embed the use of Ready, Steady, Spell programme in order to support more effective and cohesive teaching of spelling. Ensure effective practice for all staff implementing the programme.  <b>Projected Spend - £3,000</b>	NLT (2013) annual Literacy survey found that ‘children and young people who use AR tend to enjoy Reading more, read more often, read a greater variety of fiction texts and think more positively about Reading than their peers who do not use AR.’  ‘Spelling should be explicitly taught.’  See Improving Literacy in Key Stage 1 and 2: Recommendation 2,3 and 6  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>  <a href="#">Improving Literacy in Key Stage 1   EEF</a>	1 2



<p>3.Enhancement and development of Writing provision.</p> <p>Fund teacher release time to offer coaching and embed key elements – <b>particularly of effective and timely feedback when teaching writing</b>; use of marking strategy for impact, pupil conferencing etc</p> <p>Targeted Writing groups in Y6, Y5, Y3 and for pupils also with EAL (mornings workshops on regular basis, same day intervention, or targeted groups according to cohort needs.)</p> <p>SLT-led pupil conferencing for Y6</p> <p>Regular CPD on effective teaching of writing for all staff from EYFS to Y6.</p> <p>Monitoring and moderation across whole school and Trust – release time for inhouse moderation, action planning and cluster moderation and planning</p> <p>Supporting teachers through coached planning and teaching</p> <p><b>Projected spend: £ from Leader expenditure as listed above – coaching, targeted writing groups led by teachers, TDM and whole staff development on rolling programme, cover teacher costs</b></p>		<p>1</p> <p>2</p> <p>5</p>
<p>4. Targeted gp interventions will also include;</p> <p>Breakfast intervention workshops in Y4 and 6 - teacher led – Maths, arithmetic – informed by weekly arithmetic sessions and Pixl QLA</p> <p>Drawing club EY to 3 – stage appropriate early Writing intervention – TA and teacher led, training costs</p> <p>Pegs to Paper approach, EY, 1 and 2 – TA led, small group approach to improving fine motor skills and Handwriting stamina</p> <p><b>Projected costs; £8,206 learning support allocation</b></p>	<p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.</p> <p><a href="#">Teaching Assistant Interventions   EEF</a></p>	<p>1</p> <p>2</p> <p>4</p> <p>5</p>
<p>5. Early Assessment and intervention to be supported additionally by;</p> <p>Wellcomm Assessments and intervention where necessary.</p> <p>Positive Regard – implementation and resources, refresher training</p> <p><b>Projected Costs: £6,454 subscription, assessment time and intervention programme delivery</b></p>		<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>8</p>

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



Budgeted cost: £28,999.07

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. Targeted support from Family Welfare Officer and safeguarding officer to support vulnerable families to ensure that early help is implemented effectively. This will include the planning and delivery of Parenting Workshops throughout the year (including focus on, for example, Active Listening, Impact of Parental Conflict, Emotional Vocabulary)</p> <p>Projected: £11,159</p>	<p>The Mental Health Foundation – ‘extended circle time check ins as a whole class can be a helpful way to share experiences and re-establish skills like listening to others, turn-taking and concentration.’</p> <p>‘Early inequalities shape later life outcomes, and failure to address these will mean that a significant number of children do not reach their educational and economic potential.</p> <p>Recommendation 1: Early-years skills formation, including cognitive and non-cognitive skills, should be included in the objectives of all parenting programmes’  <a href="#">Social Mobility Independent Commission</a>, 2023</p>	<p>3 4 5 8</p>
<p>2. Attendance Champion and Attendance officer to monitor attendance and implement Attendance strategies, including:</p> <ul style="list-style-type: none"> <li>• Breakfast club</li> <li>• Rewards for good attendance</li> <li>• SASM meetings</li> <li>• Targeted support plans where appropriate</li> <li>• Coaching 1:1 or small group for improving understanding of attendance and impact on learning for pupils</li> <li>• Parental induction for families new to school</li> </ul> <p>Projected: £8,568</p>	<p>EEF – Improving Behaviour in Schools - Recommendation 2 Teach learning behaviours alongside managing misbehaviour EEF – Improving Behaviour in Schools – Recommendation 4 Use simple approaches as part of your regular routine EEF – Improving Behaviour in Schools – Recommendation 5 Use targeted approaches to meet the needs of individuals in your school</p> <p>There is an national link between attendance and attainment evident in results each year. <a href="#">Just one day off can hamper children's life chances - GOV.UK (www.gov.uk)</a></p> <p>Evidence demonstrates that a breakfast club <a href="#">The Effects of Breakfast Club Attendance on Cognitive and Academic...   Download Table (researchgate.net)</a> and improve performance in school in a variety of ways, including attendance and social relationships <a href="#">More than Just a Meal: Breakfast Club Attendance and Children's Social Relationships - PMC (nih.gov)</a></p>	<p>3 4 5 8</p>
<p>3. SENDCO eg. to monitor behaviour where it is directly impacting on learning and progress, and to implement behaviour strategies and coaching in areas such as:</p> <ul style="list-style-type: none"> <li>• positive playtimes</li> <li>• Sensory circuits</li> <li>• Nurture activities</li> <li>• Coaching for Tas in support of individual PSPs</li> </ul>	<p><a href="#">EEF Blog: What are effective Learning Behaviours - and how can...   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">The Relationship between Children's Wellbeing and their Educational Outcomes (publishing.service.gov.uk)</a></p>	<p>1 2 3 4 5 6</p>



<ul style="list-style-type: none"> <li>• Behaviour policy support and implementation</li> <li>• Total communication approach</li> </ul> <p>Projected: £0 included in SENDCO costs as listed above</p>		8
<p>4. Increase enrichment opportunities for disadvantaged children to access high quality music:</p> <p>Exposure to professional taught music through the Lincolnshire Music service Team – whole class ensemble, teaching in house provision or external (LCC)</p> <p>Promoting wellbeing and increasing the confidence of all children through being part of a ‘Singing School’ – internally led</p> <p>Provision of Choir club</p> <p>Projected spend: £1,150</p>	<p>The Power of Music Changes lives: A National Plan for Music Education  <a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/611212/the-power-of-music-to-change-lives-a-national-plan-for-music-education.pdf">The power of music to change lives - A National Plan for Music Education (publishing.service.gov.uk)</a></p> <p>EEF Toolkit [Arts Participation] states: There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.</p>	4 5 6 7
<p>5. Participation in Young Voices or the Big Spring Sing (Boston Stump), target PP pupils – transport, tickets, resources to support preparation and attendance, coaching external.</p> <p>Total: £300</p>	<p>The Power of Music Changes lives: A National Plan for Music Education  <a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/611212/the-power-of-music-to-change-lives-a-national-plan-for-music-education.pdf">The power of music to change lives - A National Plan for Music Education (publishing.service.gov.uk)</a></p>	6 7
<p>6. Investment in Kappow and Sparkyard resources to support teaching of music, and whole school music. This year, particular focus on vocal development and language development through singing, and through more clearly structured teaching of music at a whole class level</p> <p>Projected costs: £622</p>		4 5 6 7



<p>7. Investment in rich Reading resources to support Reading for Pleasure, and reading across the curriculum, particularly reading resources that enrich the experiences of our children, and support both our aspirations and NoOutsiders programmes.</p> <p><b>Total: £500</b></p>	<p><a href="https://www.gov.uk/government/publications/the-Reading-framework-teaching-the-foundations-of-literacy">https://www.gov.uk/government/publications/the-Reading-framework-teaching-the-foundations-of-literacy</a></p> <p>'The guidance discusses the importance of talk and stories, and the critical links between these, especially the role stories play in developing young children's vocabulary and language.'</p>	<p>1 2 4 7</p>
<p>8. To ensure that all children have the opportunity to take part in trips in order to close the cultural capital gap as well as incorporating day experiences within the curriculum.</p> <p><b>Projected spend: £4000</b></p>	<p>Henry Sauntson – A Complete Guide to Cultural Capital in Education.'</p> <p><i>'It is well researched and shown that students bring their own perceptions and emotional responses to learning environments built on their prior experiences and this can in turn affect both their cognitive ability to process ideas and their ability to pay attention'</i></p>	<p>6 7</p>
<p>9. Provision of subsidised places at breakfast and after school club, or resources as part of targeted support and family action plans</p> <p><b>Projected spend: £2000</b></p>	<p>Nuffield Foundation - The Value of After school Clubs for Disadvantaged Children found: Teachers, parents and children identified a range of positive outcomes from participation in after school clubs, including increases in confidence, self-esteem and fitness, as well as providing opportunities for new experiences, socialising and enjoyment</p>	<p>6 7 8</p>
<p>10. Subsidised uniform and resources to improve attendance and participation in school life.</p> <p><b>Total: £500</b></p>	<p>'We believe uniforms provide a sense of belonging for students. They are helpful in fostering a good learning environment and can promote the ethos of a school.'</p> <p><a href="https://educationhub.blog.gov.uk/2022/09/01/back-to-school-week-school-uniform-what-you-need-to-know/">https://educationhub.blog.gov.uk/2022/09/01/back-to-school-week-school-uniform-what-you-need-to-know/</a></p>	<p>7 8</p>
<p>11. STEM club, participation in F1 project and other activities associated with raising aspirations.</p> <p><b>Projected costs: £200 Resources and entry to activities, Stem CPD, Training external - keystone.</b></p>		<p>3 6 7</p>
<p>12. Develop provision of nurture lunch provision led by FWO</p> <p><b>Projected costs; £500 - resources</b></p>	<p>American Poet Langston Hughes "The playground is a special place, where children learn to run the race, Of life, with all its ups and downs, And all its smiles and frowns."</p> <p><a href="https://theresehoyle.com/">https://theresehoyle.com/</a></p>	<p>1 5 7</p>

**Total budgeted cost: £ 140,962**

**Contingency remaining: £1,161.64**



## Externally provided programmes.

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

Programme	Provider
Read, Steady Spell	EdShed
WhiteRose Maths and Science	Pearson
Accelerated Reader	Renaissance
Pixl	Pixl
Little Wandle	Little Wandle
Welcomm	GL Assessment

## Part B: Review of outcomes in the previous academic year

See document PPG Evaluation, Academic Year 24-25 on our school website