



Parkwall Primary School Pupil Premium Strategy Statement

2025 - 2028



This statement details our school's use of pupil premium (and recovery 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	Amount
School name	Parkwall Primary School
Number of pupils in school	140
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers	2025 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	J Waller
Pupil premium lead	J Waller
Governor lead	Academy Community Council

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,960
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£96,960

Part A: Pupil premium strategy plan

Statement of intent

At Parkwall Primary School, we are fully committed to ensuring that all disadvantaged pupils achieve highly and experience success across the curriculum. Staff and governors share collective responsibility for promoting equity, raising aspirations and removing barriers so that every child can thrive academically, socially and emotionally.

We recognise that disadvantage can present a range of challenges, and we use Pupil Premium funding strategically to address these barriers and ensure pupils have equitable access to high-quality teaching, targeted support and enriching experiences. Our aim is to close gaps in attainment and opportunity, enabling disadvantaged pupils to engage fully in school life and reach their full potential.

Our work is guided by three core principles:

- **High-quality, adaptive teaching for all:** Universal classroom provision is consistently strong and adapted to meet the needs of all learners, ensuring every child can access the full curriculum.
- **Targeted support where it is needed most:** Additional, evidence-informed interventions provide precise 1:1 or small-group support for pupils with identified needs.
- **Specialist expertise to overcome barriers:** Trained and experienced professionals deliver tailored support to address specific challenges and promote wellbeing, resilience and readiness to learn.

Through these principles, Parkwall Primary School strives to ensure that disadvantage is never a barrier to success.

Challenges identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attendance Attendance can be affected for students whose families are facing additional pressures or limited resources. Some pupils struggle with regular attendance because of factors beyond their control at home.
2	Reading Writing and Maths Some children who face additional socioeconomic challenges may need extra support to reach the expected standard in reading, writing, and maths.
3	Wellbeing / Mental Health Children affected by disadvantage may encounter factors that impact their mental health and wellbeing, and may therefore benefit from extra support
4	Wider experiences Some children who face socioeconomic challenges may have had fewer opportunities to explore a wide range of cultural experiences, which can influence their aspirations

Intended 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
Persistent absence among disadvantaged pupils is reduced through targeted attendance support and early identification of barriers.	Reduction in Persistent Absence Persistent absence among disadvantaged pupils decreases term-on-term, with attendance moving closer to national and in-school peers.

	Early Identification of Barriers Pupils at risk are identified promptly, with clear systems enabling early flagging and consistent recording of underlying barriers. Targeted Attendance Support Personalised support plans and timely interventions lead to measurable improvements in attendance and engagement. Strengthened Partnerships with Families Supportive, solutions-focused work with families results in increased confidence, improved communication, and greater engagement with attendance processes. Timely Monitoring & Leadership Oversight Regular tracking and reporting inform leaders and governors of progress and emerging needs, enabling termly review and refinement of the strategy. Improved Punctuality & Daily Routines Late marks reduce and smoother morning routines support improved readiness for learning.
High-quality teaching and tailored support ensure disadvantaged pupils have equitable access to the curriculum and the conditions needed for success.	High-quality, adaptive teaching Teaching consistently uses effective adaptations that maintain high expectations and support disadvantaged learners. Disadvantaged pupils participate confidently and show growing independence. Curriculum leaders demonstrate how subjects are adapted to promote equity. Timely and effective tailored support Barriers are identified early, with interventions reviewed regularly for impact. Pupils receiving support make accelerated progress from their starting points. Improved curriculum access and wider participation Disadvantaged pupils access the full curriculum and take part more in enrichment, clubs and leadership opportunities. Supportive relationships and classroom culture Pupils feel valued and supported, with improved engagement and effort. Staff demonstrate strong understanding of pupils' needs and motivations.

	Strengthened outcomes Attainment and progress improve, with gaps narrowing and gains evident in daily learning and assessments. Effective use of Pupil Premium funding Spending aligns with identified needs and the tiered model, with leaders evidencing improved conditions and outcomes. Governors receive clear reports on impact. Professional development enhances practice Training improves staff confidence and skill in adaptive teaching and equity. Subject leaders use coaching and feedback to embed consistent high-quality practice.
Disadvantaged pupils develop stronger resilience, self-regulation, and coping strategies through targeted wellbeing interventions.	Improved Self-Regulation Targeted pupils show calmer responses, fewer incidents, and stronger emotional self-management. Staff report greater emotional readiness to learn, with improved focus and reduced time out of class. Increased Confidence, Resilience and Coping Skills Pupil voice shows greater confidence, resilience and use of positive coping strategies. Parents report improved routines, reduced anxiety, or better emotional management at home. Effective and Consistent Wellbeing Interventions Interventions follow clear plans, have measurable goals, and are delivered consistently. Regular monitoring shows positive impact on behaviour, engagement and wellbeing. Strengthened Relationships and Social Skills Pupils show improved relationships with peers and adults, including empathy, cooperation and conflict resolution. Reduced Behaviour Concerns and Escalation Behaviour incidents and dysregulation episodes reduce, with fewer high-level SEMH referrals due to early support. Robust Graduated Response and Staff Expertise Wellbeing support follows assess–plan–do–review processes with clear

	adaptation over time. Trained staff (e.g. ELSA) apply strategies consistently, reflected in observations and case reviews. Positive and Supportive School Culture School culture promotes proactive wellbeing support, and disadvantaged pupils report feeling safe and able to share worries.
Exposure to a wider range of experiences strengthens disadvantaged pupils' aspirations, confidence, and understanding of future possibilities.	Increased Participation in Enrichment Disadvantaged pupils take part in a wide range of enrichment activities, with strong and proportionate representation. Barriers to participation are reduced, supporting high attendance at opportunities. Growing Confidence, Aspiration and Curiosity Pupil voice reflects increased confidence, aspiration and interest in new experiences or future possibilities. Pupils show greater confidence in discussions, group work and leadership roles. Positive Impact on Learning and Wellbeing Teachers observe improved engagement and enthusiasm following enrichment experiences. Wider experiences contribute to stronger confidence, resilience and positive relationships. Clear Records of Experiences and Progression A broad and varied offer of clubs and experiencing are accessed by disadvantaged pupils. Curriculum plans include purposeful exposure to diverse people, places and professions. Enhanced Understanding of Future Pathways Pupils demonstrate improved awareness of jobs, skills and future opportunities beyond their immediate environment. Family Engagement and Feedback Parents report increased motivation, interest or conversations at home linked to enrichment activities. Evidenced Impact and Use of Funding Leaders show how Pupil Premium funding has expanded access to experiences and positively influenced disadvantaged pupils.

Activity in this academic year to address the challenges listed above.

Teaching (Budgeted cost: £21,263)

Activity	Evidence that supports this approach	Challenge addressed
Consistent, Supportive Classroom Routines - Establish predictable, welcoming starts to the day to support pupils who may find attendance or punctuality difficult. - Use strong relationships and positive communication to help pupils feel secure and motivated to attend. - Ensure every lesson begins with clear expectations and accessible entry tasks.	EEF Supporting School Attendance Guidance EEF Teaching and Learning Toolkit	1, 2
Strong English and Maths Teaching - High-quality modelling, scaffolding and adaptive teaching to ensure all pupils can access core learning. - Daily opportunities for vocabulary instruction, retrieval practice and guided practice in reading, writing and maths. - Use of assessment for learning to identify misconceptions early within whole-class teaching.	EEF Teaching and Learning Toolkit EEF Oral Language Interventions EEF Improving Literacy in KS1 & KS2 EEF improving Mathematics	2
Emotionally Supportive Classrooms - Consistent use of routines that promote emotional safety, belonging and calm transitions. - Regular check-ins, supportive language, and strategies that help pupils develop self-regulation. - Trauma-informed and attachment-aware approaches embedded across classrooms.	EEF Teaching and Learning Toolkit EEF Social and Emotional Learning in Primary Schools	3
Broad, Aspirational Curriculum Experiences - Ensure the curriculum includes exposure to diverse people, places and opportunities that widen pupils' understanding of the world. - Embed cultural capital within lessons through texts, examples, discussions and real-life links. - Encourage participation in whole-class enrichment activities to build confidence and curiosity.	EEF Teaching and Learning Toolkit EEF Guidance on Enrichment for Disadvantaged Pupils	4
High Expectations and Equity-Focused Classroom Practice - Maintain high ambition for all pupils, including those facing socioeconomic barriers. - Adaptive teaching ensures needs are met without lowering expectations.	EEF Adaptive Teaching Approaches in Practice EEF Teaching and Learning Toolkit	1, 2, 3, 4

Regular feedback and modelling promote independence and self-belief.		
Whole-School English and Maths Enrichment - Implement school-wide initiatives such as reading for pleasure, maths fluency challenges, author visits, and curriculum theme days. - Ensure the school library and reading resources reflect diverse backgrounds, interests and cultures. - Provide access to digital learning tools that support practice and consolidation at home and school.	EEF Guide to the Pupil Premium	2
Staff Development and Whole-School Professional Learning - Provide training in adaptive teaching, behaviour for learning, wellbeing, inclusion and cultural capital. - Facilitate coaching and peer observation to support consistent, evidence-informed practice. - Invest in leadership development to build capacity for sustained improvement, including safeguarding and attendance leadership.	EEF Effective Professional Development	1, 2, 3, 4
Enabling Environment and Resources - Ensure learning environments are inclusive, language-rich and designed to promote independence and emotional regulation. - Provide high-quality resources that support core subjects, self-regulation and engagement. - Use displays, celebration spaces and communal areas to reinforce belonging, aspiration and high expectations.	EEF Teaching and Learning Toolkit EEF Special Educational Needs in Mainstream Educations Recommendation	1, 2, 3, 4

Targeted Academic Support (Budgeted cost: £65,862)

Activity	Evidence that supports this approach	Challenge addressed
Targeted English and Maths Intervention - Deliver short, time-limited, evidence-based interventions (e.g., precision teaching, fluency practice, structured phonics, small-group tutoring). - Provide targeted support for misconceptions identified through assessment. - Offer pre-teaching and overlearning opportunities to increase pupils' confidence and readiness for whole-class learning. - Deploy trained support staff to deliver consistent programmes with regular progress review.	EEF Teaching and Learning Toolkit EEF Oral Language Interventions EEF Improving Literacy in KS1 & KS2 EEF improving Mathematics EEF Teaching Assistant Interventions	2

Targeted Wellbeing and SEMH Support • Provide tailored programmes such as ELSA, nurture groups, emotion coaching, self-regulation programmes or check-in systems. • Offer structured support for pupils experiencing anxiety, low confidence or difficulties with emotional regulation. • Strengthen partnerships with families through pastoral meetings and shared strategies. • Where appropriate, draw on external agencies (e.g. CAMHS, MHST, behaviour support teams). • Offer play therapy sessions for pupils requiring therapeutic, child-led emotional support.	EEF Social and Emotional Learning Strategies EEF Improving Social and Emotional Learning in Primary schools	3
Enhanced Provision for Learners Requiring Additional Support • Provide access to structured, supportive spaces to help pupils regulate and prepare for learning. • Deliver enhanced adult support during key moments of the school day; transition times, unstructured periods, or challenging learning tasks. • Offer tailored timetables, small-group learning sessions to support academic readiness and engagement. • Use enhanced provision to strengthen routines, confidence, communication skills and positive relationships. • Review provision regularly as part of a whole-school graduated response, ensuring adaptations reduce over time as independence increases.	EEF Special Educational Needs in Mainstream Educations Recommendation EEF Making Best Use of Teaching Assistants EEF Improving Behaviour in Schools	1, 2, 3, 4
Targeted Speech and language • Identify pupils with speech, language or communication needs early through Wellcomm screening, teacher observation and assessment. • Implement targeted small-group or 1:1 interventions. • Work with Speech and Language Therapy services to deliver specialist programmes and provide staff training for support strategies. • Integrate dual code or widget language scaffolds into classroom routines to support confidence, participation and emotional expression. • Monitor progress through regular review meetings, observation, and communication with families.	EEF Special Educational Needs in Mainstream Educations Recommendation EEF Making Best Use of Teaching Assistants EEF Teaching and Learning Toolkit EEF Oral Language Interventions	2, 3
Wellbeing and Emotional Development Across the School • Embed a whole-school Zones of Regulation approach to wellbeing. • Deliver staff training on trauma-informed, attachment-aware and emotionally literate practice.	EEF Improving Social and Emotional Learning in Primary Schools EEF Modelling Social and Emotional Learning	3

• Celebrate wellbeing through themed days, pupil voice groups, and opportunities for pupils to lead wellbeing initiatives. • Provide access to ELSA support to build emotional literacy, resilience and self-regulation skills. Use family support worker time to strengthen home–school relationships, provide early help, and coordinate wider services for families.		
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Wider Strategies (Budgeted cost: £9835)

Activity	Evidence that supports this approach	Challenge addressed
Whole-School Attendance Culture • Promote a positive, inclusive culture where attendance is valued and celebrated across the school community. • Deliver assemblies, class discussions, and curriculum links that reinforce the importance of attendance for wellbeing and learning. • Strengthen communication with families through newsletters, attendance updates and clear messaging about available support. • Hold termly SWAG (Safeguarding, Welfare and Attendance Group) meetings to monitor attendance trends, identify emerging concerns, and coordinate early support.	EEF Supporting School Attendance Guidance DfE report linking attendance and attainment EEF Parental engagement +3 months impact	1
Targeted Attendance Support • Use early identification systems to flag pupils at risk of persistent absence. • Provide personalised attendance plans, check-ins, mentoring or adult keyworker support. • Work closely with families to remove practical barriers and strengthen routines. • Involve external support or agencies where persistent issues remain.	EEF Addressing Attendance EEF Supporting School Attendance Guidance	1
Targeted Enrichment and Opportunity Access • Subsidise participation in enrichment, trips, music lessons, sports, or cultural activities. • Provide small-group or personalised opportunities to develop confidence, leadership skills and aspirations. • Work with external partners or agencies to broaden exposure.	EEF Uniting the whole school community around disadvantage matters EEF Guide to the Pupil Premium	4
Specialist Provision for Complex Needs	EEF Special Educational Needs in Mainstream Educations Recommendation	1, 2, 3, 4

- Implement assess–plan–do–review cycles for pupils with more complex or overlapping needs. - Commission specialist assessments or services where necessary. - Provide bespoke timetables, regulated spaces, sensory support or therapeutic interventions as needed. - Ensure close liaison between specialist services, teachers and families to maintain consistent support.	EEF Making Best Use of Teaching Assistants EEF Improving Behaviour in Schools	
Targeted Parental Engagement - Offer workshops, drop-ins or tailored support for families related to routines, reading, wellbeing strategies or curriculum understanding. - Provide additional communication channels for families needing closer partnership. - Support families to access early help or wider services where appropriate.	EEF Parental Engagement +3 months impact	1, 2, 3, 4
Cultural Capital, Aspirations and Enrichment - Provide an enrichment offer ensuring all pupils, particularly those facing socioeconomic barriers, access a wide range of experiences. - Run aspiration-building programmes, such as careers events, role-model visits, workplace links or university partnerships.	EEF Aspiration interventions	4
Family and Community Engagement - Offer curriculum workshops, drop-ins and information sessions to help families support learning and wellbeing at home. - Build strong community partnerships to increase access to services, enrichment, and early help pathways. - Strengthen communication through pastoral newsletters, open-door approaches and flexible meeting options. - Deploy the family support worker to provide guidance, early intervention, attendance support and coordinated multi-agency communication.	EEF Parental Engagement EEF Working with Parents to Support Children’s Learning	1, 2, 3, 4

Part B: Review of outcomes in the previous academic year 2025 – 2026

Teaching (Budgeted cost: £ 21263) Additional costs of QFT are prioritised and met by school's delegated budget

Activity	Impact
To be reviewed in December 2026	

Targeted Academic support (Budgeted cost: £65862)

Activity	Impact
To be reviewed in December 2026	

Wider Strategies (Budgeted cost: £9835)

Activity	Impact
To be reviewed in December 2026	