North Park Primary School 2026-29

Pupil Premium Strategy Statement

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	224
Proportion (%) of pupil premium eligible pupils FSM6	59% 68.6%
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)**	2026-2029
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	Finance Committee
Pupil premium lead	Emma Roffe
Governor lead	John Livesley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£227,850
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	£227,850

Part A: Pupil premium strategy plan

Statement of intent

At North Park Primary School, our intention is that all pupils reach their full potential, irrespective of their backgrounds or any barriers they may face. Our Pupil Premium strategy is built upon the belief that disadvantaged pupils can achieve highly when provided with the right support, challenge, and opportunities. The purpose of our approach is to ensure that all pupils, regardless of their starting points, are enabled to thrive.

We are committed to providing appropriate and effective provision for pupils who belong to vulnerable groups, ensuring their needs are carefully assessed and met. Our work focuses on accelerating progress, removing barriers to learning, and widening experiences so that disadvantaged pupils achieve outcomes that are at least in line with their peers. It is our priority to diminish the difference between Pupil Premium and non–Pupil Premium pupils, both within school and nationally. We are determined that no pupil is left behind, and we use our Pupil Premium funding purposively and strategically to support this ambition.

Quality First Teaching is central to our strategy, as it remains the most effective way to improve outcomes for all pupils, particularly the most vulnerable. At the same time, we are committed to sustaining and improving the attainment and progress of non-disadvantaged pupils alongside their disadvantaged peers. Our aim is to offer all learners a purposeful, meaningful, broad and balanced curriculum enriched with real life experiences, equipping them to become independent, confident and life ready young people. Our strategy supports our wider school vision of developing well rounded individuals.

The strategy also forms an integral part of our wider school development plans, particularly in relation to targeted support for pupils whose education has been most affected by external factors. Through robust and ongoing assessment, we aim to identify both common and individual barriers early, enabling us to respond promptly and effectively to each pupil's needs.

Challenges

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

Challenge number	Detail of challenge
1.	A large proportion of children who receive pupil premium have a special educational need.

2	Increased percentage of children with absence or persistent absence. FSM6 attendance was 90.9% compared to national 92.3%
3	Disadvantaged pupils are not achieving a good level of development in line with national averages. The majority of disadvantaged pupils enter school in EYFS with skills and abilities below their peers.
4	Disadvantaged pupils in KS1 attain below their peers nationally in phonics, reading and writing, indicating that early literacy gaps are not closing rapidly enough.
5	Pupils in KS2, who are disadvantaged, attain below other pupils nationally. 46% of disadvantaged students achieved expected at RWM combined compared to national 49%. Overall KS2 scores: R: 64% W: 61% M: 64% GPS: 58% Disadvantaged scores: R: 63% W: 58% M: 63% GPS: 50%
6	Some disadvantaged pupils have limited first-hand experiences, which restrict the development of basic skills and fluency.
7	An increasing number of pupils, particularly those who are disadvantaged, experience social and emotional well-being difficulties, including anxiety and low self-confidence, which impact their engagement with learning.
8	Limited parental engagement for some disadvantaged pupils acts as a barrier to attendance, achievement and access to necessary support.

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
Through rapid identification of emerging needs and the development of staff expertise, the school will address barriers to learning and secure good outcomes for pupils eligible for pupil premium and those with identified SEND.	• Emerging needs are identified and acted on swiftly • Staff demonstrate increased expertise • Barriers to learning are reduced • Gaps in attainment and progress narrow • Pupils with SEND and/or PP make good or better progress from their starting points. • Targeted support has demonstrable impact, evidenced through regular review and adaptation of interventions.
Attendance rates improve for all pupils, particularly disadvantaged pupils, with a significant reduction in persistent absence.	• Attendance rates increase for all pupils. • Persistent absence rates reduce significantly. • Gap in attendance narrows between disadvantaged pupils and their peers**.** • Targeted pupils show improved attendance over time. • Fewer pupils fall into the persistent absence category across the academic year.
An increased proportion of disadvantaged pupils achieve a good level of development, in line with or closer to national averages.	• Proportion of disadvantaged pupils achieving GLD increases. • Outcomes for disadvantaged pupils move closer to national averages. • Gap between disadvantaged pupils and peers narrows. • Disadvantaged pupils make strong progress from starting points in EYFS.
Disadvantaged pupils in KS1 make accelerated progress in phonics, reading and writing, resulting in improved attainment in line with national averages.	• Phonics outcomes improve, with a higher proportion of disadvantaged pupils meeting the expected standard. • Attainment in reading and writing increases for disadvantaged pupils in KS1.

	• Disadvantaged pupils make accelerated progress from their starting points in early literacy.
Disadvantaged pupils in KS2 achieve in line with national averages, with attainment gaps narrowing significantly.	• Attainment in reading, writing and maths increases for disadvantaged pupils in KS2. • Gap between disadvantaged pupils and national/peers narrows across core subjects. A higher proportion of disadvantaged pupils reach age-related expectations.
Disadvantaged pupils access a wide range of rich first-hand experiences, enabling them to develop and apply basic skills with greater fluency.	Disadvantaged pupils engage in a broad range of enrichment opportunities. Improved fluency in basic skills is evident in pupils' work. Increased confidence and engagement in learning among disadvantaged pupils.
Pupils demonstrate improved social and emotional well-being, with increased confidence, resilience, and readiness to learn.	Improved pupil engagement and participation in learning activities. Attendance rates improve for pupils identified with SEMH needs. Positive behaviour and attitudes to learning increase, reflected in school monitoring. Pupils demonstrate increased confidence and resilience in class and wider school life. Targeted pastoral and wellbeing support shows impact.
Parental engagement increases for disadvantaged pupils, leading to improved attendance, achievement and access to appropriate support.	Attendance improves for disadvantaged pupils linked to targeted parental engagement. Parental participation increases (e.g. meetings, workshops, communication with school). Parents access support and resources more effectively, evidenced through uptake of provision. Stronger home–school relationships are evident, reflected in feedback and engagement records. Reduced barriers to learning for disadvantaged pupils linked to improved parental engagement.

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: £115,653

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure high-quality teaching across the school through evidence-based and effective staff CPD, including the use of National College resources.	'Promoting effective professional development plays a crucial role in improving classroom practice and pupil outcomes.' EEF EEF School Improvement High Quality Teaching	1, 2, 3, 4, 5
Teachers and teaching assistants are equipped with the knowledge and skills to remove barriers to learning and deliver high-quality first teaching, supported by the provision of an additional teacher for a nurture class.	'Teaching assistants play a vital role… offering insights into overcoming barriers' EEF	1,3,4,5,7
Continuous provision in KS1 to support pupils with significant gaps in learning.	'Play-based learning approaches have a moderate positive impact (+4 months) on learning outcomes.' EEF	4
Ensure phonics is taught consistently by skilled and knowledgeable staff, supported through ongoing Read Write Inc. (RWI) training.	'..highlights the strong evidence base for phonics as a highly effective approach to supporting early literacy development, and the importance of ensuring that all children receive high-quality phonics instruction.'	3,4,5
Additional teaching assistant support to deliver one-to-one phonics intervention in KS1	Education Endowment Fund research suggests: - One to one tuition, that is in additional to class teaching, and is in short regular sessions result in optimal impact for improved attainment - +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	4
Staff work with the Local Authority SEND team to develop whole-class strategies and evidence-based nurture interventions.	'Social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress.' EEF	1, 7
Develop staff expertise in writing assessment through CPD led by an in-house KS2 moderator, with effective practice shared through monitoring and targeted support.	'Done well, [feedback] supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.' EEF	4,5
SLT participation in the 'Be, Belong, Become' programme to strengthen staff capacity to improve pupil attendance.	'Research shows that low levels of belonging are directly linked to persistent absence, poor behaviour, and reduced academic performance. Disadvantaged pupils and those with SEND are disproportionately affected by low belonging and are more likely to be excluded or disengaged. Building belonging is now recognised as a	2,3,4,5,6,7

	statutory duty under the SEND Code of Practice and a national priority by the DfE.'	
Continue to raise the profile of reading across the school, with a particular focus on the explicit teaching of comprehension skills.	Key finding from EEF states that "Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction."	1,2,3,4
Release teachers to conduct robust pupil progress meetings to identify underperformance and plan targeted support to address barriers to learning	'Gaining a thorough knowledge of your disadvantaged pupils' levels of attainment and engagement with learning is the first step to develop an effective Pupil Premium strategy.'	3,4,5
Pupils access enrichment and first-hand experiences to deepen their understanding of the curriculum.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	3,4,5,6

Targeted academic support

Budgeted cost: £ 42,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture provision for pupils struggling to access learning due to social and emotional difficulties.	'Social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress in academic outcomes.' EEF	1, 2,7
Pupils with speech, language and communication needs are identified early and supported through the WellComm programme and Speech Buddies (speech therapist company)	"Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills." https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches	1,3,4
Additional phonics sessions targeted at disadvantaged pupils requiring further support.	Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	3,4

Wider strategies

Budgeted cost: £ 70,197

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed the principles of good practice from the DfE's 'Improving School Attendance' and 'Working Together to Improve School Attendance', supported through training and release time for senior leaders and office staff	'Improving attendance is a multifaceted mission… requiring different approaches in different contexts.' EEF	2
Pupils access emotional well-being support through ELSA, school counselling, and Draw and Talk therapy.	'Social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress in academic outcomes.' EEF	2,7
Train staff to lead effective outdoor play and learning opportunities, supported by the PE lead and Forest School lead and Staff with TLRs to embed 'Outdoor Adventures'	Physical activity has important benefits in terms of health, wellbeing and physical development.	6,7
Provide music tuition for disadvantaged pupils so that all children have the opportunity to discover and develop their individual talents.	'Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.' EEF	2, 6
Pupils with emotional regulation and sensory processing difficulties are identified early and supported through timely intervention, including occupational therapy input via the Future Steps SLA.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour Evidence from EEF recommends that tailored approaches to behaviour should be in place for pupils whose needs aren't met as part of whole school approaches.	1
Subsidise residential visits to ensure all pupils can access and benefit from these experiences.	This study confirmed the profound impact residentials can have on pupils, and this impact was significantly greater for vulnerable pupils https://outdoor-learning-	6,7

	research.org/Evidence/ArtMID/659/ArticleID/46/The-impact-of-residential-experiences-on-pupil-progress-and-attainment-in-year-six-10-%E2%80%93-11-year-olds-in-England-2019	
Provide a broad enrichment offer, enabling pupils to access a range of activities including cookery sessions, Forest School and sports coaching.	"There is… evidence that well-supported enrichment activities can improve children's academic and non-cognitive outcomes."	6

Total budgeted cost: £ 227,850

Part B: Review of the previous academic year

Pupil premium strategy outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year

Improved key stage 2 outcomes in all areas of learning among disadvantaged pupils with a particular focus on writing. Writing outcomes decreased slightly in KS2 but the cohort had a significant proportion of SEND 38% (2 with an EHC and 14 in total) and the children made excellent progress from starting points. From a cohort of 36 pupils at the end of Key Stage 2, 61% achieved the expected standard in Writing. The school's expected standard percentage in Writing decreased by 5% this year due to the high level of SEND but writing has been on an upward trajectory: it increased by 27.1% from 30.0% in 2022/23 to 57.1% and further increased to 66% in 2025.
The school's progress for writing was +0.32. While the school's average for expected standard in Writing has increased by 27.1%, from 30.0% in 2022/23 to 57.1% in 2023/24, 66% in 2025 and 61% in 2026. The National average increased by 0.2%, from 71.5% in 2022/23 to 71.7% in 2023/24.
Summary – Raising attainment and securing progress continues to be a key focus for school. Writing has improved significantly but is not yet in line with national.
Embedding the new writing scheme and improving early writing opportunities in EYFS will endeavour to further improve outcomes in writing.

Support the attendance of the most vulnerable and reduce persistent absenteeism

- Overall attendance in school was 91.7%. Attendance for FSM6 was 90.8%. This compares to national overall attendance at 94.9% and FSM6 at 92.4%. Attendance continues to be a challenge regionally and nationally.
- No significant difference between groups; disadvantaged and non-disadvantaged = 92.8% compared to 94.3%.
- Persistent absenteeism remains high,– 30.2% of compulsory aged school children were PA. this compares to 14% in primary nationally.

Summary - Attendance continues to be an area of challenge for the school.

Disadvantaged pupil progress in Reception in Communication and Language, Literacy and Number is good from entry points

- 57% of children in EYFS made GLD compared to 67.7% nationally.
- 50% FSM achieved GLD compared to 64.3% non FSM
- 50% achieved expected in writing compared to 71.4% of non FSM

Summary – Next year school will strongly invest in speech and language and writing training to develop communication and literacy as this remains a huge challenge year on year in EYFS.

Improving the social and emotional wellbeing of the most vulnerable pupils, ensuring regular attendance and readiness to engage and learn

- A range of services and in school support has been accessed for pupils this year, through SLAs and staff within the school.
- Pupil Support has been used to improved pupil well-being and this has been accessed by pupils in all year groups for various reasons.

- A centralised worry box system was successfully introduced.
- SLT meet regularly to discuss and monitor vulnerable students and put strategies into place to support.
- The deputy Head has delivered whole staff bereavement training.

Summary – all services show high levels of impact on wellbeing

Develop teachers and teaching assistants in quality first teaching and being skilled to identify barriers to learning in the earliest instance and put effective interventions in place

- SENDco has delivered training in QFT
- Progress meetings show teacher shave a good understanding of the level of need in their class. Where further support is needed the SENDco has provided inhouse coaching.

Summary – pupils with SEND make good progress from their starting points

Improve Parental Engagement

- Parental engagement has increased with 60+ parent/carers attending a weekly celebration.
- The school continued Stay and Read with regular attendance each week in different year groups.
- The Cafes and Star Assemblies were well attended.
- Other assemblies were organised throughout the year so that all parents would be invited to one event/assembly over the course of the year.

Summary – Parental Engagement increased last year

To provide a wide range of enrichment activities within and outside of the school environment (to include afterschool clubs, lunchtime clubs and visits).

- Whole school workshops were put on by Chef Sarah and Captain Chemistry.
- Outdoor adventures was introduced whole school.
- All children attended inhouse sports competitions and all had the opportunity to attend competitions with other schools.
- A wide variety of visits were planned across the school to ensure all cohorts had an enriched curriculum.

Summary – North Park Primary has a strong offer of enrichment to ensure the curriculum excites learners and children access a wide range of experiences.