

Pupil premium strategy statement – Parkway Primary School (2023-2026)

This statement details Parkway Primary School’s use of pupil premium (*and recovery premium for the 2023 to 2024 academic year*) 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
Number of pupils in school	Parkway Primary School
Proportion (%) of pupil premium eligible pupils	35% -86 pupils (25.7% national average) (Mainstream - 75 MLD - 11)
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)	2023-2026
Date this statement was published	September 2023 (This is the first year of this strategy)
Date on which it will be reviewed	June 2026
Statement authorised by	Robert Celino-Stock
Pupil premium lead	Dami Alabi
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£105,250
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£105,250

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year

Part A: Pupil premium strategy plan

Statement of intent

Parkway Primary School has embedded key principles and practices to target improvements for pupils from disadvantaged backgrounds over a number of years. Our ultimate aim for our disadvantaged pupils is equal opportunity within all aspects of education and school life. We want our disadvantaged pupils to be motivated to learn, aspirational for their own futures and to have equity in progress, attainment, opportunities and experiences to that of their non-disadvantaged peers. This is an ongoing process, as we identify and review barriers, implement strategies to combat these and improve practice for all.

We are a school that values research within education to inform our own school improvement, teaching and learning, building a professional culture that is reflective, has synergy, personal mastery and continual evaluation and improvement. We use both internal school action-based research, (as part of staff professional development system) as well as local and national based research to inform practice and school improvement, such as that on offer from the EEF (Education Endowment Foundation) teaching and learning toolkit. <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

Our pupil premium strategy focuses primarily on the quality of teaching and learning, staff professional development based on evidence-based research, equality of opportunity for our disadvantaged and most vulnerable pupils and targeted research and intervention based on pupil outcomes from internal and national data.

Currently our 3-year strategy is within its final year of implementation and has a continuing focus on:

- the development of high-quality teaching and learning for all pupils, addressing identified barriers to learning to ensure equity and ambitious pupil outcomes
- improving and continually increasing pupil independence in learning, utilising metacognition, and live feedback techniques
- to further improve pupils' attitude to their education so that they are highly motivated, study effectively and are resilient to setbacks.
- to create a nurturing and inclusive environment where happy children thrive with equity of opportunity for all
- continuing to target good levels of attendance for disadvantaged pupils.

When looking at the most recent EEF Teaching and Learning Toolkit (September 2023) we have embedded well evidenced strategies for improving outcomes for disadvantaged pupils over the last few years. Staff training and curriculum development has and is continuing to focus on the implementation of evidenced based interventions including live feedback and metacognition within Quality First Teaching (QFT) in our classrooms.

The EEF states “Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.” The school ensures that pupils have this message continually reiterated daily, with self-scaffolding and quality first teaching being at the forefront of our strategy to support our disadvantaged pupils across all year groups.

At Parkway we have a high percentage of pupils who fit criteria for the Pupil Premium Grant (35%) so senior leaders, phase leaders, together with class teachers and subject leaders scrutinise both qualitative and quantitative data to see if there are any targeted areas or trends that require greater support throughout the year. Interventions for pupils has been in place in Parkway with clear progress within the assessed targeted outcomes for all pupils. There has had to be a continual review of focus to respond effectively to the inevitable and nationally recognised disruption to outcomes for pupils that the enforced school closures during the COVID pandemic have had.

We recognise that all children have the right to participate in rich play activities and experiences. Many of our children, especially those in receipt of PPG live in flats without regular access to a safe outside space to play independently or high-quality play resources. In order to ensure equity of play opportunities we are developing our playgrounds physically, as well as ensuring our play leaders and staff have high quality training to facilitate play. As a school we value play as a life-enhancing daily experience for all our children. We aim to support our children to have fun, creative, fulfilling, rich play experiences throughout their time at Parkway. Play is an essential contributor to children’s wellbeing both as individuals and members of wider society.

PPG funding enables this standard offer, which includes continual commitment to improving and ensuring all pupils have access to:

- An aspirational ambitious curriculum for all pupils.
- Oracy and vocabulary development including access to speech and language therapy supports daily.

- Frequent enrichment activities, extra-curricular clubs, cultural day trips and specialist visitors.
- Opportunities to access experiences similar to their NPPG peers such as specialist sports provision and learning to play a musical instrument.
- We fund additional intensive swimming courses for pupils who have not met curriculum targets by the end of their swimming sessions. This is to support all pupils to be able to keep safe in the water, swim at least 25 metres and use a range of strokes by the time they leave KS2.
- We provide free uniform, coat swaps and wet weather footwear.
- The school has high number of pupils with EAL across the school (29%), including pupils new to English and/or new to country in KS2. As part of the PPG funded standard package, we provide English Proficiency lessons daily for A and B proficiency learners, this is via the FLASH Academy app. This tailored approach is to support pupils entering at proficiency level A to be able to reach the beginnings of proficiency C by the end of their first year.
- Our last PPG strategy embedded the use of the Little Wandle synthetic phonics approach. This is now standard practice for teaching reading at EYFS and KS1 at Parkway Primary School and all new staff receive training to be able to teach and use this programme. Phonics has a positive impact overall and is a vital component in the development of early reading skills, particularly for children from disadvantaged backgrounds.
- We also sign post to community support, including citizens' advice services, debt management, access to vouchers (food, heating etc.) housing support, food banks, and parenting support.
- We have an ongoing developing mental health strategy which includes support for pupils when needed, ELSA provision for pupils and learning mentor support.

Challenges

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

Challenge number	Detail of challenge
1	Motivation to read and the love for reading requires embedding for our disadvantaged pupils so that they can achieve in line with their non-PPG peers.
2	To improve emotional regulation and resilience for disadvantaged pupils so that they have the correct attitudes and aspirations to enjoy school and achieve well.
3	To accelerate the progress made by PPG pupils across the school so that by the time they leave in year 6, they are well prepared for their next stage in education.
4	PPG pupils are also on the SEND register which brings additional challenges to ensure that these pupils make excellent progress. The complexity of needs is also increasing as SEND rises within the borough with insufficient spaces for pupils requiring specialist places.
5	There is a continued drive to improve the attendance of PPG pupils and reduce the proportion with persistent absence.

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
<p>Challenge 1: There is a love for reading amongst pupils across the school, pupils are motivated to read and excited to talk about and share books.</p>	<ul style="list-style-type: none"> • PPG pupil read widely and often as evidenced in their reading journals, in school records. Pupils have good access to a range of literature and are able to extract information and discuss what they have read. • Disadvantaged pupils are meeting their estimated targeted progress measures for reading by the end of KS2.
<p>Challenge 2: Pupils exhibit good learning behaviours. Those with behaviour difficulties are well supported and can demonstrate an increase in emotional literacy and intrinsic motivators that improves their behaviours and attitudes for learning.</p>	<ul style="list-style-type: none"> • Pupils in receipt of ELSA or Learning Mentor support can identify and use tools to co and/or self-regulate their emotions at an age-appropriate level. • Pupil voice survey (school council based) is mostly positive and demonstrates an improvement in attitude to learning. • Reduction in SLT required intervention incidents during playtimes for pupils with SEMH difficulties, PSPs, or behaviour plans.
<p>Challenge 3: The progress made by PPG pupils is accelerated especially for those pupils working at lower attainment levels in writing and maths across KS2</p>	<ul style="list-style-type: none"> • The proportion of PPG pupils working at age related expectations increases and matches that of non-PPG pupils by the end of KS2 in both writing and maths. • The proportion of PPG pupils achieving 22+ in the Maths times tables check increases for 2026 outcomes.
<p>Challenge 4: Ensuring that pupils who have SEND/PPG issues are making at least good or accelerated progress in line with their academic abilities.</p>	<ul style="list-style-type: none"> • Those identified as SEND/PPG are carefully tracked on a termly basis and are showing good levels of progress in reading, writing and maths from their starting points and in line with their assessed cognitive ability or good levels of progress towards their PLP's and EHCP targets.
<p>Challenge 5: Reduce the proportion of PPG pupils with persistent absence.</p>	<ul style="list-style-type: none"> • For PPG pupils, PA to reduce to be at or below 8% by the end of 2026.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff trained in Little Wandle Letters and Sounds in EYFS – year 2. Use planning consistently, ensure all staff use agreed resources and terminology.</p>	<p><i>Little Wandle Letters and Sounds</i> is best placed to improve outcomes for our disadvantaged pupils. This should, of course eventually influence confidence in reading and improve access to the whole curriculum</p>	<p>1, 2, 3, 4</p>
<p>LSA training include:</p> <ul style="list-style-type: none"> • Quality TA talk • EAL support strategies and resourcing • FLASH Academy training • Rosenshine Principles <p>Use of alternative ways of recording and scaffolding for inclusion – clicker, Widget, QR code electronic files, reading pens, immersive reader technology</p>	<p>A great deal of work has taken place with pre-existing staff on the use of <i>Rosenshine Principles-Tom Sherrington</i>. This will also inform training throughout the year for induction of staff.</p>	<p>1, 3, 5</p>
<p>Professional development for all staff to ensure they are confident in specific areas of SEND and EAL teaching and learning.</p> <p>Whole staff training including teaching assistants about speech and language disorders and barriers to</p>	<p>Staff professional development to support the learning of SEND pupils and EAL pupils in the classroom and in bespoke interventions. This has previously resulted in internal data evidenced improved outcomes for disadvantaged low attaining and pupils with SEND. It supports QFT for all.</p>	<p>2, 4, 5</p>

learning. Key interventions, classroom approaches and strategies to remove these barriers within teaching and learning.		
<p>Embedding NCTEM Maths project and maths fluency CPD for staff.</p> <p>Action research led by maths specialist curriculum leader and his team.</p> <p>Ongoing staff meetings.</p> <p>Maths team monitoring impact on QFT strategies, practice, and impact on pupil outcomes.</p>	<p>Ongoing delivery and development of mastery and maths fluency teaching and learning to enhance whole school approach to QFT in maths.</p> <p>We aim to close the gap between the lowest and highest achievers, and between disadvantaged and advantaged pupils by ensuring high quality maths training for all teachers at Parkway directly linked with NCTEM.</p>	3

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

Teacher-led intervention for: EY interventions; Yr2 Maths Intervention; Yr2 Reading Intervention; Yr6 Maths Intervention; Yr6 Reading Intervention; EY Intervention
 HLTA-led intervention for: Writing Intervention; EY & KS1 Phonics Intervention; Greater Depth Intervention (Yrs1-6); EAL intervention

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Priority 1 English</i>	<ul style="list-style-type: none"> Establish small group oral language intervention to develop pupils' speaking and listening skills and wider understanding of language. Plan and deliver small group intervention to develop pupils 'vocabulary. 	3

	<ul style="list-style-type: none"> • Use high-quality assessment and diagnosis to target and adapt teaching to pupils' needs. (PiXL) • Establish small group interventions to develop children's Reading skills • Establish small group interventions to develop children's Writing skills (Ref: EEF Guidance Reports); (Ofsted Education Inspection Framework, Jan 2019) 	
<i>Priority 2 Maths</i>	<ul style="list-style-type: none"> • Establish small group maths interventions for pupils falling behind age-related expectations- make connections explicit between targeted support and everyday teaching • Explore mathematics through different contexts, including storybooks, puzzles, songs, rhymes, puppet play, and games. • Ensure that the children with the greatest needs are supported by the most experienced staff. • Use high-quality assessment and diagnosis to target and adapt teaching to pupils' needs. (PiXL) 	3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further develop use of newly qualified ELSA support assistants.</p> <p>ELSAs (Emotional Literacy Support Assistant) and Learning Mentors to work with identified children to support children with developing positive behaviours and attitude to learning.</p>	<p>The ELSA (Emotional Literacy Support Assistant) intervention supports the emotional needs of pupils from within the school's resources.</p> <p>The Royal Borough of Greenwich Educational Psychology Department is offering ELSA training this academic year as part of its wider offer to schools, as MHST (Mental Health in Schools Team) funded services have been cut for Primary Schools. This is to support schools to have the expertise within their schools to support vital SEMH and Mental Health support for disadvantaged and vulnerable students.</p>	2, 4 and 5
Curricular enrichment	Subsidy of places on school trips (including residential), competitions, and visits, after school club places	1, 2 and 5

	<p>etc. All these wider uses contribute to the wellbeing of our disadvantaged families and pupils</p> <p>This includes a funded specialist music teaching programme, including individual instrument teaching and provision of musical instruments. Subsidised individual or small group instrument teaching and learning can continue for PPG pupils who demonstrate an ongoing interest or particular talent.</p>	
<p>Ensuring regular attendance has a high profile</p>	<p>On-going tracking and monitoring on a weekly basis for PP pupils who are at risk of persistent absence.</p> <p>Our family liaison officer listens to parents carefully to find out why their children are not attending so that they can act accordingly, this includes challenging parents who do not make sure that their children attend, but also offer support where needed.</p>	5

Total budgeted cost: £105,250 for PPG/Recovery Funds

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Context

Phonics Screening and KS2 SATS results from academic year 2025 shows that the gap in attainment was closing in the following year groups and subjects between PP and non PP pupils(Mainstream):

READING

Analysis of Age-Related Expectation

	Phonics Screening	Ash 6 SATS
Disadvantaged	44%	75%
Pupil Premium	44%	75%
Non - Pupil Premium	64%	75%
EAL	50%	80%
Whole Cohort	64%	70%

**Ash Trees Only*

WRITING

Analysis of Age-Related Expectation

	KS2 SATS
Disadvantaged	75%
Pupil Premium	75%
Non - Pupil Premium	65%
EAL	80%
Whole Cohort	65%

**Ash Trees Only*

MATHS

Analysis of Age-Related Expectation

	KS2 SATS
Disadvantaged	50%

Pupil Premium	50%
Non - Pupil Premium	43%
EAL	40%
Whole Cohort	43%

***Ash Trees Only**

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	