Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2026 to 2027 academic year 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 View Primary School
Number of pupils in school	399
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers	2026-2027
Date this statement was published	September 26
Date on which it will be reviewed	July 27
Statement authorised by	E. Collopy
Pupil premium lead	R McClean
Governor / Trustee lead	D Marcus

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£123,090
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£123,090

Part A: Pupil premium strategy plan

Statement of intent

At Park View Primary School we are committed to providing the best quality education and highest outcomes for all our children. As a large and diverse school, we are acutely aware of the differing needs of our children and their families. Our aim is to ensure that all children can succeed and thrive. To enable all children to succeed we have carefully considered possible barriers to success that may face some of our learners. We have designed a curriculum which will engage all learners through quality first teaching. We have worked hard to ensure that the SEMH needs of our children and families can be met using a range of therapeutic, trauma informed practices and an awareness of neurodiversity. This will be further embedded this year through our work with My Happy Mind and the Mental Health Support Teams and the Emotionally Friendly Schools Project. School will continue to develop and embed strategies to enhance the cultural capital of our learners and raise parental expectations. School leaders will ensure that even higher expectations for all learners are in place and that resources are used to scaffold that path for those children experiencing additional challenges as a result of socio-economic disadvantage. School leaders understand the additional challenges that are faced by children with parents in the services. In addition, we have a raised awareness of the impact on some of our children who have a parent in prison. As a result of high-quality training all staff are aware of the impact that Early Childhood trauma and disrupted attachment can have on all children most notably those in care or those adopted from care and evidence-based strategies including the Trauma informed practice is in place to support this. This year additional member of the pastoral team will complete a Level 5 Trauma informed Practitioner Qualification. School leaders will continue to work hard to ensure that all families within our school community feel valued and empowered. That children are supported to catch up on lost learning opportunities at the right time to have the greatest impact and that we work together as a school community to produce the next generation of well rounded, well-educated and proactive citizens.

Challenges

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

Challenge number	Detail of challenge
1	To support all children to establish and maintain positive mental health and emotional wellbeing.
2	To ensure that learners are equipped with positive behaviour for learning, including perseverance and resilience.
3	To improve attainment and progress for disadvantaged pupils, particularly in writing and reading, whilst strengthening long-term retention and recall of curriculum knowledge across foundation subjects.
4	To reduce the impact of financial constraints and ensure that all children access a rich curriculum and are supported to engage in the same extra-curricular activities and wider opportunities as other learners.
5	To ensure that the attendance of all children notably those in receipt of PPG remains above 96%.

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
Children in school will have a positive self-image and improved SEMH enabling them to feel safe and secure in school and ready to learn.	Children will feel positive about their experiences in school. Children will feel safe in school and will be ready to learn. (This will be evidenced through learning walks, pupil voice, parents voice and SDQ's)
Children will demonstrate positive behaviour for learning during all learning opportunities.	There will be evidence within classrooms that children are able to work with independence and can manage the daily challenges in supportive environment were perseverance and resilience is valued and encouraged. (Evidenced through professional conversations, learning walks, cohort conversations, and talking to learners, in additional it will be evidence through pupil and parent voice)
Through quality first teaching, supported by the use of evidence-based interventions,	All children will have made good progress and attain well at the end of key stage assessments.

the number of children attaining expected standards and greater than expected standards will increase, most notably of those in receipt of PPG.	Careful and accurate assessment of groups and individuals will have identified gaps in learning. Research based intervention will ensure that misunderstanding can be rectified and catch-up programmes will be used to close gaps for groups and individuals. Pupil voice and curriculum monitoring indicate that disadvantaged pupils can successfully recall and discuss previously taught knowledge from current and prior units of learning. Retrieval strategies are evident in planning and classroom practice across all foundation subjects. Subject leader monitoring demonstrates progressive improvement in pupils' retention and application of key knowledge. (Evidence will be found through informative and summative assessment, Cohort Learning Conversations, intervention tracking and pupil voice).
Disadvantaged pupils demonstrate improved retention, recall and application of knowledge across foundation subjects.	Monitoring, assessment and pupil voice demonstrate that disadvantaged pupils can accurately recall prior learning, apply subject-specific vocabulary and make links between current and previous units of study. Retrieval practice and spaced learning are embedded across the curriculum.
All our parents and families will be supported to Parents Well.	Parents and families requiring additional support will have been identified and support put in place by the pastoral support team using single agency and multi-agency response, at SAF, TAF and CIN level. (Evidence will be found in TAS, TAF and CIN plans including parent and child voice, outcomes and progress made towards those outcomes)
The impact of financial constraints will have been reduced and wherever possible removed ensuring that all children are accessing a rich curriculum and are engaged in the same extra-curricular activities and wider opportunities as other learners.	All children will access a rich curriculum and be engaged in high quality extra-curricular activities and wider opportunities including support with trips and visits and music tuition. (Evidence will be found in records of engagement; pastoral support plans and personal actin plans, as well as parent and pupil voice.)
All children and notably children in receipt of PPG will attend school every day in time and be ready to learn.	The attendance gap between disadvantaged pupils and non-disadvantaged pupils will continue to narrow, with disadvantaged attendance maintained

	above 96% and persistent absence reducing from the previous academic year. (Evidenced via Safeguarding meetings, CPOMS, Attendance Reviews)

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)

Budgeted cost: £ *21,626*

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD to improve the long-term retention, recall and application of knowledge across foundation subjects through high-quality curriculum design using Kapow and evidence-informed teaching approaches.	Research from the Education Endowment Foundation highlights retrieval practice, spaced learning, explicit vocabulary instruction and metacognitive strategies as effective approaches for improving long-term retention and recall, particularly for disadvantaged pupils. The Kapow curriculum provides a carefully sequenced progression of substantive and disciplinary knowledge, enabling teachers to revisit and build upon prior learning over time. Staff CPD will focus on curriculum sequencing, retrieval practice, knowledge organisers, effective questioning and vocabulary development to support durable learning. (EEF Teaching and Learning Toolkit; EEF Metacognition and Self-Regulated Learning Guidance Report; Cognitive Science Approaches in the Classroom)	2,3,4
CPD Trauma informed practice	Schools are recognising the impact of trauma and beginning to adopt trauma-informed practices. When	1,2,5

L5 Trauma Informed Practitioner in place to support staff and children.	school systems approach students through a trauma lens, they are better equipped to provide the educational and social–emotional supports necessary to help students reach their potential. (Helping Students Heal: Observations of Trauma informed Practices in Schools (Weed Phifer & Hull 2016)	
Emotion Coaching	'Emotion Coaching facilitated more discussion about emotions in conversations with children and young people; that it increased understanding in children and young people about their own emotions; that it helped children and young people to be more able to link their feelings to their actions' (Bath University)	1,2,3
CPD of Teaching Assistants	Evidence based training to enhance academic outcomes for children by providing high quality training opportunities for Teaching Assistants and ensuring that school leaders deploy Teaching Assistants Effectively. (Education Endowment Trust 2018). A focus on core subject knowledge and teaching techniques done within triads.	1,2,3

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

Budgeted cost: £ *73,939*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group evidence-based interventions for children in Early Years.	Well COMM is a speech and language toolkit that can be used with children from 6 months to 6 years of age. *'Delayed language skills lead to under-performance later in life. WellComm helps you to identify pre-school and primary school children who are experiencing barriers to speech and language development so that you can*	2,3,4

	support them early in their education journey.' Early Talk Boost (Nursery) *Early Talk Boost is a targeted intervention aimed at 3-4-year-old children with delayed language development, boosting their language skills to narrow the gap between them and their peers.* (Early Talk Boost Evaluation Report 2015) Talk Boost (Reception KS1) *is a targeted and evidence-based intervention, which supports language delayed children in Reception and KS1 to make significant progress with their language and communication skills.* (The Communication Trust 2017)	
Small Group Intervention to enhance outcomes Reading Writing and Maths in KS1 and KS2.	Monster Phonics Intervention (Y1 and 2) *A recent study showed a 38% improvement in spelling accuracy in year 2 children after 5 weeks of Monster Phonics. Since then, further evidence from local authority studies showed the level of success to be even higher for intervention groups, with 59% improvement in spelling accuracy.* Reading Buddies (Y2 & Y4) *Research shows reading buddies programs significantly improve literacy skills, particularly fluency and comprehension, for both younger and older students through cross-age tutoring. These programs also boost students' confidence and attitude toward reading, foster leadership and social-emotional skills.* First Class@ Number (Y5 and Y6)	2,3

	Over 55,000 pupils in Years 1 to 11 have been supported by 1st Class@Number in 4,000 schools. They made an average Number Age gain of 13 months in only 4 months – over 3 times the expected progress. 93% of them showed more confidence and interest in learning mathematics in class after 1st Class@Number. *An independent EEF trial found that 1st Class@Number had a positive impact on mathematical skills, particularly for the lowest attaining pupils.*	

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

Budgeted cost: £27,525

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance EWO SLT to support Resources	There is a whole school approach to valuing, promoting and rewarding good attendance and punctuality. The Safeguarding Team meets weekly to discuss individual children's attendance and actions are taken to support families. Communication with parents is frequent to explore and remove barriers to good attendance. The school nursing team and other professionals are involved as required. (Gov.Uk- Improving School Attendance: Support for Schools 2021) The AHT meets weekly with the EWO, termly action plans are written with a focus on improving attendance for Vulnerable Groups. Text messages, letters and pre-referral meeting are held to explore and remove barriers to good attendance, school nursing team is involved as required. *The key purpose of educational welfare officers in England is to support students and parents to maximise educational opportunities for young people. (university of Sussex)*	1,2,3,4,5

Wellbeing.	*There has been a focus in enhancing and protecting wellbeing and SEMH in school.* *Research evidence shows that education and health are closely linked so promoting the health and wellbeing of pupils and students within schools and colleges has the potential to improve their educational outcomes and their health and wellbeing outcomes. (Public Health England 2014)* *Change4life activities will be run by trained staff in all year groups:* *According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), social-emotional learning involves developing 5 core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (CASEL, 2015).* Research strongly suggests that school-based programs that enhance these competencies help students succeed not only academically, but personally as well (Durlak et al., 2011). Art therapy *Children in all key stages will be able to access art therapy in order to support them to be able to engage in meaningful learning. (Art Therapy in Schools. E.Hill)* My Happy Mind: Current research shows that schools using *MY Happy Mind have seen a 67% decrease in children requiring SEN support, a 60% decrease in exclusion and a 43% decrease in CAHMS referrals.* Bronze award received the Bronze award Hamish and Milo intervention to support regulating emotions and strategies to support good wellbeing. *Data shows statistically significant differences in observations about the emotional and behavioural presentation of children, pre and post intervention." (University of Bath 2023)*	1,2,3,5
Behaviour.	School has a Positive Behaviour Policy and staff receive regular training on social and emotional skills, trauma informed practice and restorative	1,2,5

	practices. As well as more significant interventions when required. *"Positive school cultures, and explicit teaching of social and emotional skills can have a direct impact on pupil's academic performance (Panayiotou, Humphrey, & Wigelworth, 2019) and a decrease in school-wide disruptive behaviours (Caldarella, Shatzer, Gray, Young, & Young, 2011).*	
Positive Parenting.	This is a 10-week program delivered by Our Learning Mentor who works with a group of parents and their children together, exploring the benefits of playing games baking activities with children. They are also able to identify if parents need more detailed support and is trained to support parents to use the Nurtured Heart Approach. Parents using NHA are trained to minimize attention to undesired behaviours, provide positive attention and praise for compliance with rules, help children be successful by scaffolding and shaping desired behaviour, and establish a set of clear rules and consequences. Many elements of the approach have strong support in the theoretical and empirical literature. (A Review of the Nurtured Heart Approach to Parenting Hektner, Brennan& Brotherson 2013)	1,2,3,4,5

Total budgeted cost: £ 123,090

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

KS1 Teacher assessment:

	At expected (all)	At Expected(disadvantaged)
Reading	75%	70%
Writing	74%	60%
Maths	79%	70%

KS2 Teacher Assessment:

	At expected (all)	At expected (all) National	At Expected (disadvantaged)
Reading	82%	75%	64%
Writing	79%	73%	64%
Maths	79%	75%	64%
RWM	79%	63%	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
My Happy Mind	NHS

Hamish and Milo	Hamish and Milo
Kapow	Kapow Primary