

Pupil premium strategy statement

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	Data
School name	Parson Street Primary
Number of pupils in school	263
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-26
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Laurie Munro
Pupil premium lead	Laurie Munro
Governor / Trustee lead	Dave Spence

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£181,87
Recovery premium funding allocation this academic year	£0
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	NA

Part A: Pupil premium strategy plan

Statement of intent

At Parson Street Primary School, our ultimate objective is to support children in receipt of the Pupil Premium Grant to achieve as well nationally in comparison to their non-PP peers. We do this through an established culture of equity over equality that aims to understand the challenges that learners experiencing disadvantage (LEDs) face, and that puts the right support in at the right time. In order for us to achieve our objectives, we have set and invested in a culture that supports learners experiencing disadvantage even over others.

Our culture is based around four key principles:

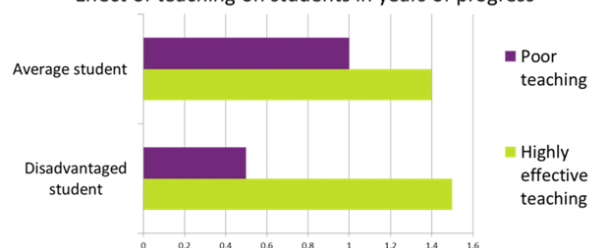
- Collective Teacher Efficacy (the collective belief of teachers in their ability to positively affect students) is described by John Hattie as the 'number one influence' with an effect size of 1.57 in relation to student achievement (10 Mindframes for Visible Learning, John Hattie 2018).
- Quality first teaching (Sutton Trust 2011): this is described as the single biggest variable (30%) that explains in-school variation. In order to develop highly effective teaching, that supports the progress and attainment of learners experiencing disadvantage (LEDs), we use a systemised approach to staff professional development built upon evidence-based research.
- We apply a 'Find the gap; plug the gap' mentality for specific areas of deficit, academic or otherwise. This PP gap analysis provides us with a holistic understanding of the children that helps us to identify the right support at the right time.
- We have designed and we teach a cumulatively sufficient, knowledge rich curriculum. "Learning is a persistent change in knowledge...knowledge is information that exists in our mind, in our long-term memory," Peps Mccrea 2016.
- We are committed to supporting the development of self-regulation strategies children need to access learning opportunities.

Research-Based Best Practice - Dr. John Hattie

Teachers shared belief that through collective action, they can positively influence student outcomes, including impacting those who are disengaged and/or disadvantaged.



Effect of teaching on students in years of progress



Source: Sutton Trust (2011)

Challenges

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

Challenge number	Detail of challenge
1	Approximately 1/3 of Learners Experiencing Disadvantage (LED) are persistently absent this school year.
2	About ½ of the LEDs in year 5 and 6 have had a previous school.
3	40% of LEDs have an identified SEND.
4	½ of our LEDs have poor social and emotional skills. In addition, 30% dysregulate frequently.
5	About ½ of LEDs have a vocabulary deprivation and 1/5 have an identified speech and language impairment.
6	Approximately 60% of LEDs have narrow experiences and reduced educational experiences at home.
7	40% of LEDs have experienced at least 1 ACE
8	There is a history of LEDs performing significantly less well than their peers in KS2 SATs
9	Young people from the community we serve are the least likely to go on to Higher Education in the city.

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
Learners experiencing disadvantage (LEDs) across the school will have accelerated progress to raise attainment	Children will achieve as well nationally in comparison to their non-PP peers.
The 9 challenges identified above are supported – find the gap, plug the gap.	Children are ready to learn and able to access benevolent school experiences.
Disadvantaged attendance has increased by +1%	Attendance of PP children will improve each year to be in line with the national average

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: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff CPD</p> <ul style="list-style-type: none"> - Sharper focus on fewer things through CPD cycle - Coaching and Mentoring - ECT training opportunities 	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>Impact of effective teaching on students in years of progress – Sutton Trust (2011)</p> <p>https://www.suttontrust.com/our-research/great-teaching/</p>	8
<p>Embed a whole school reading approach that includes:</p> <ul style="list-style-type: none"> - Systematic Synthetic Phonics (unlocking Letters and Sounds) - Access to phonetically decodable texts - Phonics into reading - Reading fluency - Reading spines to support exposure to high quality texts - Reading to learn (comprehension) 	<p>Reading is the gateway to knowledge and yet 1 in 4 LEDs leave primary school unable to read well, and 1 in 8 don't own a book. Children who own books are 15 times more likely to read above ARE.</p> <ul style="list-style-type: none"> - Systematic synthetic phonics <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <ul style="list-style-type: none"> - Matthew Effect – impact on fluency and progress <p>https://www.phonicbooks.co.uk/2017/06/04/matthew-effect-comes-reading-instruction/</p> <ul style="list-style-type: none"> - Brain development: How we learn – the new science of education and the brain (Stanilas Dehaene) p.132-138, p.157-158 	8
<p>Implement reading interventions to support fluency</p>	<p>Reading fluency supports children to maintain meaning of the words they are reading</p>	

<p>Curriculum enactment:</p> <p>Continue to teach a cumulatively sufficient, knowledge rich curriculum that is broad and balanced. It uses the states of being within a framework built upon a cycle of knowledge acquisition and skills application and incorporates fluency throughout.</p> <p>Knowledge organisers used to support for every unit.</p>	<p>Why knowledge Matters – rescuing our children from failed educational theories (E.D. Hirsch, Jr – 2017)</p> <p>The Curriculum – Gallimaufry to coherence (Mary Myatt – 2018)</p> <p>Seven myths about education (Daisy Christodoulou)</p> <p>Why children don't like school (Daniel T. Willingham)</p>	<p>8, 6</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To use targeted interventions delivered by teaching staff (TA's Academic mentor, and SLT) to plug identified gaps.</p>	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/response-to-intervention</p>	<p>8</p>
<p>To implement techniques to support the development of Oracy including use of</p>	<p>Voice-21 "Speaking is a huge priority. It's one of the biggest indicators of success later in life. It's important in terms of their employability as they get older. It's important in terms of wellbeing. If children aren't able to express themselves and communicate how they're feeling, they're not going to be able to be successful members of society." <i>Amy Gaunt, Voice-21</i></p>	<p>5</p>

Topaz gem to support oracy.	https://voice21.org/	
To prioritise Speech and Language interventions for identified children	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention	5
To utilise TA Team teaching approach to support additional adults working in classes.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	3

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

Budgeted cost: £53,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To include explicit teaching of Tier 3 and Tier 2 vocabulary within wider curriculum.</p> <p>To use vocabulary mats in English to support children's vocabulary acquisition and knowledge of word class.</p>	<p>Closing the Vocabulary Gap – Alex Quigley</p> <ul style="list-style-type: none"> - Low vocabulary levels are a consistent factor for disadvantaged children across the country - Parents in professional families speak 32 million more words to their children than parents in welfare families - Children with restricted vocabularies at 5 years old are more likely to be poor readers as adults, experience higher unemployment rates and have more mental health issues - 95% of words in a text = comprehension - We need to understand the challenge of conversational, academic and public sphere vocabulary and know how to make this accessible for all <p>The working class: Poverty, Education and Alternative Voices – Ian Gilbert</p> <p>Language deprivation means that disadvantaged children have a limited acquisition and repertoire of vocabulary. Their lack of wider experiences leads to reduced general knowledge and language schemata to adapt to new learning.</p>	5
To implement and embed an effective attendance and	https://assets.publishing.service.gov.uk/media/65df4a76f1cab36b60fc4726/Working_together_to_improve_school_attendance_applies_from_19_August_2024_29.02.24.pdf	1,2

<p>belonging strategy</p>		
<p>To implement a consistent metacognitive approach that supports behaviour for learning through consistency of expectation and language:</p> <ul style="list-style-type: none"> - Learning behaviours: Gems - Based on Think Like a Learner (Di Pardoe and Tom Robson), the use of Gem Powers to be used as a whole school approach 	<p>Education Endowment fund (EEF): Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>4</p>
<p>ELSA trained member of staff employed to implement support, based on nurture approaches, to support identified children in the following ways:</p> <ul style="list-style-type: none"> - To achieve stability with behaviour and attitudes to learning in identified children. - To significantly reduce the impact of key learn- 	<p>Evidence of the efficacy of ELSA trained staff is emerging:</p> <p>Improvement in Emotional Well-Being: Studies suggest that interventions involving emotional literacy and support can contribute to improved emotional well-being among students. ELSAs, by focusing on emotional development, may help students navigate and cope with challenges, leading to better mental health outcomes.</p> <p>Positive Impact on Behaviour and Learning: Emotional support in schools has been associated with positive changes in student behaviour and academic performance. ELSAs, through their interventions, may contribute to creating a more conducive learning environment by addressing emotional needs.</p> <p>Enhanced Social Skills: ELSAs often work with students on developing social and interpersonal skills. This can contribute to improved relationships with peers and teachers, fostering a positive and supportive school community.</p> <p>Case Studies and Qualitative Data: Some evidence supporting the effectiveness of ELSAs comes from case studies and qualitative data. These studies often highlight specific instances where ELSA interventions have made a positive difference in students' lives.</p>	<p>4,7</p>

<p>ers' behaviour on others within the school and beyond (family life).</p> <ul style="list-style-type: none"> - To significantly reduce the number of significant incidents, internal exclusion and suspensions. - To improve attendance - To address children's lack of progress academically, emotionally and socially 	<p>Supporting Inclusive Education: ELSAs can play a role in supporting inclusive education by addressing the emotional needs of students, including those with special educational needs or those facing particular challenges.</p>	
<p>To implement and support approaches to behaviour that support self-regulation. This includes the use of emotion coaching, providing warm, responsive relationships and structuring the environment to support regulation.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies</p>	<p>4</p>
<p>Dedicated family support worker</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents https://parentgym.com/about-us/science-behind-our-work/</p>	<p>7, 2</p>

Total budgeted cost: £ 181,000

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 2023 to 2025 academic year.

End of KS2 results: Combined all – 39% Combined PP – 19%
Y4 MTC results: Average mark all – 18 Average mark PP– 13 Scored 25 all 16% Scored 25 PP 0%
Y1 phonics results: Passed all 62% Passed PP 50%
EYFS GLD results: GLD all - 62% GLD PP – 38%

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

At Parson Street School, we are committed to ensuring that all pupils, including those eligible for the Pupil Premium grant, reach their full potential both academically and socially. Despite our efforts, the outcomes for children receiving this funding did not meet national averages in statutory assessments last year. This highlights the importance of reviewing and refining our approach to ensure the grant has maximum impact.

Over the past year, a significant portion of our Pupil Premium funding was directed toward pastoral support. This decision was based on evidence that many eligible pupils face barriers to learning related to emotional well-being, mental health, and external challenges. As part of this strategy, we established a dedicated pastoral team to provide targeted interventions such as emotional literacy support, mentoring, and family engagement. Additionally, we implemented whole-school well-being initiatives, including mindfulness sessions, peer mentoring programs, and access to therapeutic services.

These efforts have had a positive impact. Attendance and engagement improved for many pupils, and there were noticeable gains in their overall well-being and behaviour. Feedback from staff, pupils, and parents reinforced the value of these initiatives. However, while these improvements addressed some of the broader challenges faced by Pupil Premium pupils, they have not yet resulted in significant gains in academic outcomes. The persistent gaps in learning highlight the need to refocus our strategy on academic progress.

Looking ahead, our primary focus will shift towards targeted academic interventions to address the gaps in attainment. Structured, evidence-based programs will be introduced to support literacy and numeracy, ensuring that pupils receive tailored support to build their skills. Staff will be trained to deliver these interventions effectively, and we will implement regular assessments to monitor progress and adapt approaches as necessary.

At the same time, we recognise the importance of high-quality classroom teaching in driving outcomes for all pupils. To improve the effectiveness of Wave 1 teaching, we will embed best practices across the school. This will include professional development for staff on scaffolding, differentiation, and formative assessment, as well as the use of data to address individual learning needs. Coaching and mentoring will also be introduced to ensure consistency and share successful strategies across the team. Members of the Senior Leadership Team will be used to Team Teach with specific class teachers in order to develop the highest quality of teaching and learning.

We are committed to rigorously evaluating the impact of these changes. Progress and attainment data for Pupil Premium pupils will be reviewed termly, alongside qualitative

feedback from pupils, parents, and staff. Cost-effectiveness will be measured by comparing the input costs of interventions with measurable gains in pupil outcomes.

While the emphasis on pastoral care over the past year has created a solid foundation for addressing non-academic barriers to learning, the next phase of our strategy will be centred on improving academic outcomes. By balancing targeted interventions with enhanced classroom teaching, we aim to ensure that Pupil Premium pupils make significant and sustained progress, ultimately closing the gap between their performance and national expectations.