

# 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	237
Proportion (%) of pupil premium eligible pupils	44.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Gemma James
Pupil premium lead	Gemma James
Governor / Trustee lead	Rachel Peregrine

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£154,530
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£154,530

# Part A: Pupil premium strategy plan

## Statement of intent

At Parson Street Primary School, we are passionate about ensuring every child—regardless of background—has the opportunities, support and encouragement they need to thrive. For children in receipt of the Pupil Premium Grant, our aim is not only to narrow the gap but to open doors to futures full of choice and possibility. We believe that disadvantage should never define a child's potential, and we are deeply committed to creating the conditions in which every learner can flourish.

Our culture is founded on the principle of *equity over equality*: recognising that children experiencing disadvantage (LEDs) may face unique challenges, and therefore require carefully targeted support at the right time. This is not about treating all children the same—it is about ensuring each child gets exactly what they need to succeed.

We have built this culture on four key principles:

- **Collective Teacher Efficacy:** We believe in the extraordinary impact teachers can have when they work together with a shared sense of purpose. As John Hattie describes, this is the most powerful influence on pupil achievement. Our team holds a deep conviction that they can—and will—make a difference.
- **Quality First Teaching:** Effective teaching is the single greatest factor in securing positive outcomes for all pupils, especially LEDs. We invest in the highest standards of professional development, rooted in evidence-based practice, to ensure that teaching is consistently strong and responsive.
- **'Find the Gap; Plug the Gap':** Through rigorous analysis, we identify barriers—academic, social, or emotional—that may hinder progress, and we act swiftly to address them. By knowing our children well, we can provide precisely the right support at the right time.
- **A Knowledge-Rich Curriculum:** We are proud to offer a curriculum that is broad, ambitious and carefully sequenced, building the knowledge and skills children need for long-term success. As Peps Mccrea reminds us, learning is about persistent change in knowledge—and we are committed to ensuring our pupils leave with knowledge that endures.

Alongside these principles, we place strong emphasis on developing children's independence and self-regulation, equipping them with the strategies they need to navigate learning and life with confidence.

Above all, our Pupil Premium strategy reflects our belief in the potential of every child. We endeavour to remove barriers, nurture talent, and create futures where all our pupils—without exception—can succeed.

## Challenges

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

Challenge number	Detail of challenge
1	31.6% of Learners Experiencing Disadvantage (LED) are persistently absent this school year. They miss significant amounts of learning time. 80% of LEDs are either severely absent, persistently absent, or at risk of persistent absence.
2	40% of LEDs have an identified SEND.
3	50% of our LEDs have poor social and emotional skills
4	Three of our feeding wards have the highest levels of crime and domestic violence in Bristol. Children frequently see adults who struggle with impulse control and regulation. 26% of LEDs struggle to self-regulate and dysregulate frequently.
5	About ½ of LEDs have a vocabulary deprivation and 1/5 have an identified speech and language impairment.
6	Many of our families of learners experiencing disadvantage face barriers to engagement with school, often shaped by previous negative experiences with institutions. Building trusting and sustained relationships is therefore a challenge.
7	80% 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. Less than 40% of LED children are working at the expected standard across the school in Reading, Writing and Maths.
9	Young people from the community we serve are the least likely to go on to Higher Education in the city. Many of our LED children have low aspirations and do not see the value of school.
10	Three of our feeding wards have the highest level of unemployment in Bristol.

## 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
Reduce KS2 Outcomes gap between PP and n-PP children by 20% (from 24-25 combined percentage to 25-26 combined percentage).	<p>Narrow the gap between pupils in receipt of FSM6 and nFSM6 in Year 6 Combined outcomes at EXS+ by 20% by summer 2026</p> <p>2025 - FSM6 20% / All 41% / nFSM6 65% (gap was 45 percentage points) To reduce by 20% means gap must be no more than 33pp.</p>
PP and n-PP children will have less than a 5% gap in Phonics Screening outcomes.	PP children targeted at 70% this year with n-PP targeted at 74%
PP and n-PP children will have less than a 5% gap in MTC outcomes.	PP children targeted at 77% this year with n-PP also targeted at 77%
PP and n-PP children will have less than a 15% gap in Reception GLD.	<p>PP children targeted at 52% this year with n-PP targeted at 67%</p> <p>Higher proportion of disadvantaged learners achieving the early learning goal for speaking</p> <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, books and ongoing formative assessment.</p>

## 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: £103,647

Activity	Evidence that supports this approach	Challenge number(s) addressed
Senior leaders as Phase Leads to co-teach, model, and coach.	Learning effectively with and from other professionals is reinforced in the literature as a powerful component of effective professional learning. Purposeful collaboration between peers is also a feature of how the world's greatest school systems improved from already being great to becoming excellent (Mourshed, Chijioki & Barber, 2010). Teachers value learning with/from other teachers (Day et al, 2007), and many teachers involved in focused collaborative professional development subsequently change or substantially develop aspects of their teaching which improves their pupils' learning, particularly those experiencing disadvantage.	2, 5 and 8
CPD, training, and coaching for staff (e.g. phonics, feedback, mastery teaching).	High-quality continuing professional development (CPD) and instructional coaching have been shown to amplify the benefits of the Pupil Premium by enhancing teaching effectiveness—especially for disadvantaged pupils. Research from the Teacher Development Trust emphasises that “the average student makes significantly greater progress as we improve the quality of teaching, but that this effect is magnified for pupils from disadvantaged backgrounds.” It also highlights the pivotal role of leadership in fostering a culture of teacher-led, reflective professional development.	2, 5 and 8
CPD through instructional coaching for teachers and teaching assistants:	EEF evidence states that schools benefit from focusing on pedagogical expertise.  The EEF guidance on ‘Effective Professional Development’ shows that coaching is effective.	5, 6, 8, 9, 10

<p>Utilising coaching and 'WalkThrus' to improve key areas identified in school improvement plan and linked to CPD on the science of learning and the application of this through feedback techniques</p>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Mechanisms-Poster.pdf?v=1635355217">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Mechanisms-Poster.pdf?v=1635355217</a></p> <p>Instructional coaching has a better evidence base than any other form of CPD in terms of impact on student outcomes.</p> <p><a href="https://www.ambition.org.uk/blog/what-instructional-coaching/">https://www.ambition.org.uk/blog/what-instructional-coaching/</a></p> <p><a href="https://steplab.co/resources/case-studies/BPxa5rgd/Developing-TA-Practice-with-Instructional-Coaching-Part-1">https://steplab.co/resources/case-studies/BPxa5rgd/Developing-TA-Practice-with-Instructional-Coaching-Part-1</a></p>	
<p>Curriculum planning and evaluation:</p> <p>Continue to develop and teach a knowledge rich curriculum that is built upon a cycle of knowledge acquisition and skills application and incorporates fluency throughout.</p> <p>Subject lead release time to further develop curriculum intent, impact and implementation.</p>	<p>EEF evidence states that schools should prioritise curriculum development.</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>Why children don't like school (Daniel T.Willingham)</p>	<p>5, 6, 8, 9, 10</p>

<p>Further develop oracy provision and become an Oracy Centre of Excellence: Voice 21 training and oracy lead release time to embed oracy across the curriculum and make centre of excellence application.</p>	<p>EEF evidence shows dialogic activities such as high-quality classroom discussions are inexpensive to implement with high impacts on reading.</p> <p>Oral Language interventions:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>Voice 21 also shows the impact of oracy on combatting disadvantage:  <a href="https://voice21.org/why-oracy-matters/">https://voice21.org/why-oracy-matters/</a></p>	<p>5, 6, 8, 9, 10</p>
<p>Diagnostic assessments and analysis: Smartgrade standardized diagnostic assessments</p> <p>Training for staff to ensure assessments used to inform teaching</p>	<p>Diagnostic assessments can highlight areas that individual pupils, classes and year groups need further support with. See EEF Diagnostic assessment guidance and supporting case studies:  <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-new-case-studies-making-effective-use-of-diagnostic-assessment">https://educationendowmentfoundation.org.uk/news/eef-blog-new-case-studies-making-effective-use-of-diagnostic-assessment</a></p>	<p>5, 6, 8, 9, 10</p>

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

Budgeted cost: £24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cognition and learning interventions including: Year 6 maths and writing groups Year 5 Daily readers Phonics Number Sense Comprehension Toe by Toe Precision Teaching First Class @ number Plus One / Plus Two Memory Magic	Targeted academic interventions—especially small-group or one-to-one support—have been shown to produce substantial gains in attainment for children who are behind. For example, researchers at UCL in 2024 found that interventions specifically aimed at pupils with Special Educational Needs and Disabilities (SEND) led to an average of five extra months of progress compared to standard teaching. <a href="#">Phys.org</a> Likewise, a meta-analytic study by Eberhart, Ingendahl et al. (2024) showed that metacognitive interventions for young learners had a large effect size at post-test ( $g \approx 0.48$ ) and still a moderately strong effect at follow-up ( $g \approx 0.29$ ), indicating sustained improvements in academic achievement and self-regulated learning.	2, 5, 8, 9
Nessy App subscription Flash Academy EAL Program	Moreover, OECD research in 2023 stresses that adapting instruction to individual needs (using differentiated instruction, small-group tutoring, personalised learning) is key to helping children recover lost learning and narrowing achievement gaps.	
Speech and Language Talkboost Wordaware Lego Therapy Vocabulary Groups Narrative Groups Bucket Time More Than Words Sliding In		

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

Budgeted cost: £26,668

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Lead	Compelling research consistently underscores that higher school attendance correlates with stronger academic performance. A large longitudinal study using data from over 14,000 U.S. elementary pupils found that excessive absenteeism from kindergarten through fifth grade was linked to smaller gains in maths (average Cohen's $d \approx 0.02-0.03$ ), literacy ( $\approx 0.02-0.04$ ) and even working memory ( $\approx 0.02-0.03$ ).	1 and 6
Full-Time Family Support Worker  Including:  Parent workshops  Coffee Mornings  Next Link Liasson Meetings	Family support workers who build trusting relationships with families—and schools that work in genuine partnership with parents—make a measurable difference in boosting attendance and engagement. For instance, a Scottish Government report (“Engaging parents and families to improve school attendance”, 2024) emphasises that developing relationships and building capacity in parents is “key to improving attendance and raising attainment,” <a href="#">Education Scotland</a> while the UK’s <i>Working Together to Improve School Attendance</i> guidance (August 2024) states that schools must “build strong relationships and work jointly with families, listening to and understanding barriers to attendance ... and working in partnership with families to remove them.” <a href="#">GOV.UK</a> Empirical research backs this up: <i>Family Engagement: Practices and Children’s Attendance</i> (Pilarz, 2024) found that head-start interventions aimed at expanding parent social networks led to modest but significant improvements in children’s attendance. <a href="#">ScienceDirect</a> Also, simple but consistent communication methods such as personalised messages to parents of children whose attendance dips (as tested in a study with Bristol City Council) increased good attendance by approximately <b>4 percentage points</b> . <a href="#">GOV.UK</a>	1, 6, 9, 10
Behaviour interventions including:  Daily Orientation	Interventions that build children’s social skills and teach self-regulation/metacognitive strategies not only improve classroom behaviour, but also increase engagement, self-esteem, and academic outcomes. For example, the Education Endowment Foundation finds that metacognition and self-regulation approaches deliver on average +8 months’ extra	1, 2, 3, 4, 7, 9, 10

<p>Sports &amp; Well-being groups</p> <p>Social groups</p> <p>Self Esteem</p> <p>Friendship &amp; Body awareness groups</p> <p>ELSA</p> <p>Drawing &amp; Talking</p> <p>Hamish &amp; Milo</p> <p>Sensory Circuits</p> <p>Lunchtime Club</p> <p>Power Up</p>	<p>progress compared to usual teaching, when pupils are taught explicitly to plan, monitor, and evaluate their learning. <a href="#">EEFA</a> systematic review of 49 trials (≈23,000 children aged 2-17) showed that self-regulation interventions (curriculum-based, mindfulness, social/personal skills etc.) improve behavioural outcomes as well as longer-term academic and health outcomes. <a href="#">NIHR Evidence</a> Another recent study of preschoolers in Türkiye (Tutkun et al., 2025) showed that better social skills are associated with higher academic self-esteem and stronger teacher-child relationships, which in turn mediate fewer problem behaviours. <a href="#">Frontiers</a> On the side of social-emotional learning more broadly, meta-analyses indicate that SEL programmes lead to improvements in behaviour, reduce disruptive incidents, and increase academic engagement &amp; performance. <a href="#">Learning Policy Institute+1</a> Regarding exclusions/suspensions, there is evidence from a UK study (Education Policy Institute / Impetus, 2024) that even short suspensions correlate with poorer GCSE outcomes: pupils with suspensions tend to lag a year behind and are less likely to achieve standard passes in English and Maths. This underscores how damaging disciplinary exclusions are, and by implication, how important preventative behaviour-support, self regulation, and relationships are.</p>	

**Total budgeted cost: £ 154,530**

## 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 2024 to 2025 academic year.

Results 2025:

#### **EYFS GLD:**

PP – 50%

Non-PP – 65%

#### **Y1 Phonics:**

PP- 75%

Non-PP – 79%

#### **Y4 MTC:**

PP – 47%

Non- PP – 64%

#### **Y6 SATS:**

PP – R - 35%    W- 35%    M- 45%

Non- PP – R - 89%    W- 94%    M – 93%

Whilst gaps have closed in EYFS, Phonics and MTCs between PP and Non-PP, we know that gaps have increased in end of Key Stage 2 outcomes.

Analysis:

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.

### **Further information (optional)**