

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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
School name	Park Grove Primary Academy
Number of pupils in school	262 (R-Y6)
Proportion (%) of pupil premium eligible pupils	19% (49 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Jo Sawyer
Pupil premium lead	Natalie Martin
Governor / Trustee lead	Andy Baker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,943.00
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	£75,943.00

Part A: Pupil premium strategy plan

Statement of intent

At Park Grove, we are committed to ensuring that every child, regardless of their background or financial situation, receives a high-quality education and the opportunity to reach their full potential. Our vision is that all pupils thrive academically, socially, and emotionally—enabling them to become confident, resilient, and successful learners.

We recognise that some children from disadvantaged backgrounds may face additional challenges both inside and outside of school. Our use of the Pupil Premium funding is therefore guided by a deep understanding of the needs of our pupils, supported by evidence-informed strategies to ensure impact.

Aims of our Pupil Premium Strategy

- **Close the attainment gap** between disadvantaged pupils and their peers in all areas of the curriculum, particularly reading, writing, and mathematics.
- **Ensure high-quality teaching for all**, with a focus on staff development, inclusive pedagogy, and curriculum enrichment.
- **Provide targeted academic support** through evidence-based interventions tailored to individual needs.
- **Address non-academic barriers to learning**, including social, emotional, and mental health challenges, poor attendance, and limited access to enrichment opportunities.
- **Promote equity and inclusion**, ensuring that all disadvantaged pupils can engage fully in the life of the school.

Our Approach

Our Pupil Premium strategy is underpinned by the following principles:

1. High Expectations for All

We believe that all pupils can achieve excellence and that disadvantage is not a barrier to success. Teachers and leaders maintain high expectations and adapt teaching to meet the needs of all learners.

2. Quality First Teaching

Investment in high-quality teaching is at the heart of our approach. We ensure

that all staff have access to ongoing professional development to refine and embed evidence-based teaching strategies.

3. Early Identification and Intervention

Through robust assessment and tracking systems, we quickly identify pupils who are at risk of falling behind and provide timely, targeted interventions.

4. Holistic Support

We work closely with families and external agencies to support children's wellbeing, behaviour, and engagement in school life, recognising that learning does not happen in isolation from other aspects of a child's life.

5. Enrichment and Opportunity

We ensure that disadvantaged pupils have equal access to extracurricular activities, school trips, and cultural experiences that support their wider development and aspirations.

Monitoring and Evaluation

The impact of our Pupil Premium strategy is reviewed termly by school leaders. We use both qualitative and quantitative data to evaluate the effectiveness of our actions, and adapt our strategy based on what the evidence tells us is working.

We are committed to transparency and publish a detailed Pupil Premium Strategy Statement annually, in line with DfE guidance.

Challenges

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

Challenge number	Detail of challenge
1	Language and Communication Barriers Many pupils enter school with limited vocabulary and underdeveloped speech and language skills , which impacts early reading, writing, and overall access to the curriculum.

2	Social, Emotional, and Mental Health (SEMH) Needs Higher levels of emotional dysregulation, anxiety, or adverse childhood experiences (ACEs) can affect behaviour, concentration, and readiness to learn.
3	Lower Aspirations and Self-Esteem Some disadvantaged pupils may have reduced confidence or belief in their own ability , which can impact motivation, resilience, and perseverance with learning.
4	Access to Enrichment Opportunities Financial constraints may limit pupils' access to extracurricular activities, trips, and wider cultural experiences , reducing opportunities for personal development and broadening horizons.
5	Increased Mobility and Family Instability Higher rates of house moves, family breakdown, or temporary accommodation can lead to disrupted learning and difficulty settling into school life.
6	SEND and Overlapping Disadvantage A proportion of disadvantaged pupils also have special educational needs , requiring additional support to meet both academic and developmental needs.
7	Lower Rates of Attendance and Punctuality Disadvantaged pupils are more likely to have irregular attendance or lateness , affecting continuity of learning and relationships in school.
8	Limited Parental Engagement or Support Some families may face barriers to supporting learning at home , including language barriers, limited access to resources, or a lack of confidence in helping with schoolwork.
9	Gaps in Early Learning and School Readiness Some children start school with lower starting points , particularly in phonics, early number, and personal, social, and emotional development.

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
Improved oral language and vocabulary	Improved speaking and listening skills; better outcomes in reading and writing.

	EYFS/KS1 pupils make accelerated progress in communication and language.
Enhanced wellbeing and behaviour	Improved wellbeing; positive learning behaviours; reduction in exclusions. Fewer SEMH incidents; positive pupil and parent feedback; increased engagement
To improve resilience and self esteem	Increased motivation and confidence; higher engagement in learning
Greater access to enrichment	Broader experiences; increased cultural awareness and engagement. At least 90% of PP pupils participate in trips, clubs, and wider experiences All children will have a swimming kit and other school equipment.
Families with difficulties will be supported and engagement with school will increase.	Smoother transitions; reduced impact of mobility on learning The Inclusion Team will work with families who need support, sign-posting to support services such as IDAS and working with other agencies when necessary. Members of the pupil support team are allocated particular families to work with to build up relationships. They will also support with form filling, where needed, and provide food bank vouchers on a needs basis and attend/lead FEHAs, and any social care meetings.
Attainment gap for disadvantaged pupils with SEND will be narrowed	Narrowing of attainment gap for disadvantaged SEND pupils The Inclusion team will work with children alongside classroom staff providing support as needed such as ELSA, friendship groups, Lego Therapy, or by signposting to external services (e.g. wellbeing worker, bereavement support, Wellbeing in Mind). Children will access these interventions and services which will improve wellbeing and engagement.
Improved attendance and punctuality	Reduced persistent absence; improved attendance for disadvantaged pupils (to at least 95%)
Increased parental engagement	Increased parental involvement; improved home learning support.

	Higher attendance at workshops/events and increased home reading/homework.
Higher attainment in reading, writing and maths	Improved GLD scores; stronger foundations in core subjects. PP pupils meet/exceed national averages in KS2 SATs and internal data

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 and Whole School Strategies (for example, CPD, recruitment and retention)

Budgeted cost: £ 32,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy and vocabulary-rich curriculum across school. Embedding phonics (Little Wandle) and carrying out internal quality assurance. Championing reading for pleasure.	EEF: Phonics (+5 months) Closing the attainment gap and improving reading outcomes across all year groups.	1, 3, 9
Dedicated inclusion team enabling interventions, check ins and nurture groups to take place	The Inclusion team structure had been altered to include reduced teaching commitments for team members and a more focused, personalised timetable allowing for greater focus and capacity.	2, 3, 6, 7
Provide EAL intervention work for some DC who have limited English including EAL assessment materials to provide greater support and tracking of progress.	Children will have bespoke group work to develop language and increase access to the curriculum. Access to Nessy and other learning platforms to support this.	1, 9
Two Trained ELSA specialists enabling our team to give 1-1 bespoke support to children.	Children will have the opportunity to work through emotional issues affecting their learning and wellbeing.	1, 2, 3
Inclusion Team are fully trained and up to date with safeguarding, specific intervention.	Trained staff are able to support children with bespoke pedagogy to meet the needs of individual children.	2, 5, 8
Dedicated SENCo and Deputy Head time to work together with Inclusion team to ensure triangulation	Strong links between safeguarding, SEND and the PSHE curriculum	2, 6

All children will attend school trips with reduced cost, and have the correct equipment to participate in Swimming when needed.	Children will access a full and broad curriculum.	4
SENCo/ Deputy Head will lead supervision for the safeguarding team.	Staff are fully supported and have a mechanism to discuss cases and share expertise.	2, 7
All staff will receive CPD on safeguarding.	Staff will be upskilled and have the knowledge to support children and families and know the systems and procedures when they themselves need to refer or have support.	3, 5
Integrate growth mindset training into the curriculum to foster resilience and higher aspirations. Research indicates that teaching practices endorsing growth and adaptability can enhance self-worth and academic resilience.	Including regular check ins within the school day and focused work on resilience means children will feel more confident in communicating their needs and have a good attitude towards their learning.	2, 3
Whole staff CPD on quality wave 1 teaching and adaptive teaching to meet the needs of all learners.	5 a day approach to teaching. Quality first teaching to ensure all children are receiving an excellent curriculum offer. EEF: High Quality Teaching	1, 2, 3, 6, 9
Staff CPD on trauma-informed and inclusive approaches	EEF: Behaviour Interventions (+3 months) Improve pupil engagement, reduce behaviour incidents	2, 5

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

Budgeted cost: £23,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture group sessions to develop resilience, social and learning skills for DC who have low cognition and engagement	The alternative provision focuses on essential skills these children need to develop to access the curriculum	2, 3
CPD on the continued use of 'Little Wandle' phonics scheme . Training new staff and refresher for all other staff to provide bespoke interventions in small groups and 1-1 to plug gaps.	Systematic programme validated by the DfE, which focuses on all children being able to achieve through same day catch up interventions.	1, 6, 9
1:1 reading and small reading groups for lowest readers.	Regular reading practice develops fluency and comprehension for children who need additional support.	1, 9
Use Nessy software and google add ons to improve digital learning and access to technology.	The software makes learning more accessible for children with additional needs.	1, 9
Wellcom baseline assessments for all reception children and interventions for targeted groups/children	Improving communication and language skills for children who come into school at a lower than expected level	1, 3, 6, 9
Implement targeted mentoring focusing on attendance issues, supporting pupils to overcome barriers to regular attendance.	Focused support for individuals including regular check ins carried out by the staff throughout school with whom they have a good relationship with and who has a good understanding of their needs meaning individualised support can be given. Regular meetings with SLT for persistent absentees and those regularly falling below 95% attendance.	5, 7, 8
Music lessons for targeted pupils	Weekly musical instrument tuition for targeted children who otherwise would not have access to this provision from a professional music tutor. Instruments	4

	lent out and taken home for further practice.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £20,943.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
The Inclusion team works closely with the Admin lead and headteacher to monitor attendance. Strategy has been developed to encourage good attendance including sending reminder letters and meeting face to face with families to where there are issues to discuss and provide support. The Inclusion team will build good relationships with families of poor attenders to promote the importance of school. Phased return plans will be used to support children who are struggling to attend school. Support of local authority and Ebor Safeguarding lead is actively sought to support when needed.	Engaging families and building positive relationships with them will help overcome barriers to attendance, such as emotional support and collecting children in times of emergency. DfE: Improving School Attendance	5, 7, 8
Half termly Attendance Newsletter is sent to all parents giving advice and guidance as well as details of sanctions	Attendance will improve	7
The Inclusion Team will attend meetings and provide input and support for families where there is other agency involvement. The team will lead on Level 2 (and some Level 3 if necessary) Family Early Help Assessments	School involvement will provide a joined up approach so agencies can work together to plan and provide bespoke support for families in need.	5, 8

to support families with emerging needs as a prevention to further escalation to social care involvement. The SENCo will also become involved when appropriate.		
ELSA and SEMH support work and 1-1 check ins with appropriate adults in school, with children who need emotional support. Children will be given specific roles in school to promote self esteem e.g. sports leaders, school council.	Emotional support will increase children's motivation and engagement and they will feel more secure knowing there are specific people in school who look out for them and they can talk to. EEF: Social and Emotional Learning (+4 months)	1, 2, 6
SENCO will support families with children in Year 6 to find out about secondary schools and options available.	Families will feel supported and able to make informed choices.	5, 6, 8
Termly inclusion newsletter to provide information for parents on support and activities available outside school	Parents will know about and access services to support their children	2, 6, 8
Wellbeing in mind team will work across school with individuals and groups of children focusing on wellbeing, self esteem and resilience	Regular workshops or sessions that specifically target resilience building and enhancing self-esteem among disadvantaged pupils.	2, 3
Offer a range of clubs that foster skill development and social interactions, shown to boost self-esteem and aspirations. Funding for trips, clubs, music tuition, and residential.	Children attending clubs including sports, arts, and cultural activities. Ofsted: Cultural Capital	3, 4

Total budgeted cost: £ £75,943

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.

- Welfare of the children was closely monitored through a school recording system which detailed ELSA support, wellbeing worker support, Wellbeing in Mind Team support and check ins.
- Supported families by attending multi agency meetings, providing emotional support and applying for free school meals.
- Supported families applying for disability allowance and referrals to Young Carers
- Closely monitored attendance of persistent absentees and analysed reasons for absence, specifically for the disadvantaged children's group, and then followed up and supported families to improve attendance, including some home visits to collect children. This led to improved relationships with families.
- Continued Attendance Newsletter and an attendance raffle to give incentive for good attendance and punctuality.
- Continued early meetings where there was an emerging or continued persistent absence to discuss issues with families and provide support.
- Continued Inclusion and Safeguarding Newsletter each term to provide information for parents and signpost them to other resources or support.
- Provided a range of interventions in school to support disadvantaged children - phonics, 1-1 reading, Lego therapy, reciprocal reading, friendship work and basic maths skills, Box Dictation (spelling) and Nessy
- Liaised with a local church to provide Christmas toys and food hampers for families in need.
- Provided free milk for Reception children.
- Able to provide a range of trips and experiences including a Year 6 residential and curriculum enrichment activities.
- PST attended safeguarding masterclasses and CPD with the Retreat in York
- PP children mentored by PST and SLT providing focused personalised support
- Higher attainment in reading, writing and maths, however, gaps remain with non-PP peers, particularly in writing. We will strengthen early writing interventions and scaffolded teaching.
- Improved oral language and vocabulary in EYFS and KS1
- Overlapping needs were supported through tailored interventions and SENCo-led planning. Progress for these pupils was variable but generally positive, especially in reading. Further training for staff around adaptive teaching is planned.

Externally provided programmes

Programme	Provider
N/A	

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A