



# Park Way Primary School

## 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	307
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/2025 to 2026/2027 <u>Year 1 – 2024/2025</u> Year 2 – 2025/2026 Year 3 – 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Karen Dhanecha Headteacher
Pupil premium lead	Denise Hill Deputy Headteacher
Governor / Trustee lead	Peter Hockney

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1480 x 89 = £131,720
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£131,720</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good or better progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by all vulnerable pupils, including those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the Covid-19 pandemic, notably through tutoring for pupils whose education has been worst affected.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- carefully track disadvantaged pupils' attainment and achievement
- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

In planning our new pupil premium strategy, we are keen to build on the success of the previous year. We have reviewed, revised and adapted our statement for 2024/25 and will continue with approaches that have had a positive impact this year, including:

- an increased focus on pedagogy and developing all teaching regardless of starting points.
- further developing our Early Years, phonics and multiplication provision.
- increasing enrichment opportunities for the most disadvantaged, alongside all other children, as we know these have been restricted in recent years.

- revisiting the principles of good practice set out in the DfE's improving school attendance advice and continuing our efforts to engage with parents to improve rates of attendance.

Further details are set out in the Activity in this academic year below.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Internal and external assessments along with observations indicate that reading, writing and maths attainment among disadvantaged pupils remains below that of non-disadvantaged children (aside from maths in Year 6). Although our disadvantaged pupils attain better than disadvantaged children nationally, there remains work to do in school to narrow the gap between our disadvantaged and non-disadvantaged pupils.</p> <p>Many of our disadvantaged pupils continue to be impacted by the Covid-19 pandemic to a greater extent than for other pupils. These findings are supported by national studies.</p>
2	<p>In 2024, Year 1 and 2 phonics data shows that disadvantaged children's results were below their non-disadvantaged peers. Although there have been improvements since 2023, there is more work to do to return to pre-pandemic levels in respect of phonics outcomes. Low phonics levels amongst disadvantaged children negatively impact their development as readers and writers as they progress through the school.</p>
3	<p>Internal and external assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with recall of multiplication tables than their peers. This negatively impacts their development as mathematicians in Upper KS2.</p> <p>In the MTC of summer 2024, of the children with the highest scores (20+/25), none were disadvantaged.</p>
4	<p>Assessments, observations and discussions with pupils (and families) indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These difficulties continue to be most evident within our current EYFS and KS1 cohorts but can also be seen in children across KS2 and, in general, are more prevalent among our disadvantaged pupils than their non-disadvantaged peers.</p>
5	<p>Observations and discussions with pupils and families have identified social and emotional (wellbeing) issues for many pupils. Following the Covid-19 pandemic, pupils have lost their sense of cultural capital with enrichment opportunities being severely restricted which in turn has had a negative impact on their real world knowledge and consequently their ability to access the curriculum. This means that there is currently an increased need for social and emotional support for our pupils. These challenges particularly affect disadvantaged pupils (and their families), including their attainment.</p>
6	<p>Our attendance data over the last 5 years (pre and during the Covid-19 pandemic) indicates that attendance among disadvantaged pupils has been between 0.6 (pre-Covid) to 3 (2023-24)% lower than for non-disadvantaged pupils.</p> <p>Our data tracking indicates that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

## 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 reading, writing and maths attainment (through accelerated progress) among disadvantaged pupils.	KS1 and KS2 outcomes by 2026/27 show that disadvantaged children attain at or above the expected standard and the attainment gap between disadvantaged and non-disadvantaged children is significantly reduced or closed completely. Disadvantaged children attain in line with their non-disadvantaged peers nationally.
Improved phonics (and reading & writing) attainment among disadvantaged pupils.	Year 1 Phonics Screen outcomes in 2026/27 show that disadvantaged children attain at or above the expected standard and the attainment gap between disadvantaged and non-disadvantaged children is significantly reduced or closed completely. Disadvantaged children attain in line with their non-disadvantaged peers nationally. 2026/27 outcomes show that improvements for disadvantaged children are maintained and that these directly relate to an increase in reading and writing outcomes across the school.
Improved times table recall among disadvantaged pupils.	Year 4 Multiplication Tables Check outcomes in 2026/27 show that disadvantaged children attain as well as or better than non-disadvantaged peers meaning that the attainment gap between disadvantaged and non-disadvantaged children is significantly reduced or closed completely. Disadvantaged children attain in line with their non-disadvantaged peers nationally.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language and vocabulary skills among disadvantaged pupils. This is evident when triangulated with book scrutiny, pupil voice, lesson engagement and ongoing formative and summative assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by and from 2026/27 demonstrated by: <ul style="list-style-type: none"> <li>• Qualitative data from pupil voice, observations and student, parent and staff surveys and questionnaires.</li> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by and from 2026/27 demonstrated by: <ul style="list-style-type: none"> <li>• The overall absence rate for all pupils being no more than 4% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to less than 0.5%</li> <li>• The percentage of all pupils who are persistently absent being below 2% and the figure among disadvantaged pupils continuing to be lower than their peers.</li> </ul>

## 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: £65,860

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Monitoring and feedback by senior leaders to embed and consolidate high quality first teaching, especially for early career teachers.</p>	<p>High quality teaching, with a focus upon areas in which disadvantaged pupils require the most support, is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.</p> <p><a href="#">EEF Guide to the Pupil Premium</a></p>	<p>1, 2, 3, 4</p>
<p>Coaching teams across the school to embed and consolidate high quality first teaching for all staff members</p>	<p>High quality teaching, with a focus upon areas in which disadvantaged pupils require the most support, is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.</p> <p><a href="#">EEF Guide to the Pupil Premium</a></p>	<p>1, 2, 3, 4</p>
<p>Continued Professional Development for all staff regardless of their career stage.</p> <p>Develop and embed pedagogical practices to include:</p> <ul style="list-style-type: none"> <li>• Adaptive teaching</li> <li>• Scaffolding</li> <li>• Retrieval practice</li> <li>• Flexible, fluid and sensitive grouping</li> <li>• Pre-teaching, especially vocabulary</li> <li>• Precision teaching</li> <li>• Clear and concise learning objectives, WALTs and success criteria</li> <li>• Reliable and accurate assessments across the curriculum</li> <li>• AET training</li> </ul>	<p>Evidence shows that the quality of teachers and teaching is one of the most important factors in raising outcomes and disadvantaged pupils are disproportionately affected by the quality of teaching. Using the Pupil Premium to improve teaching quality to consistently good or better benefits all pupils and has a particularly positive effect on disadvantaged pupils.</p> <p><a href="#">EEF Guide to the Pupil Premium</a></p>	<p>1, 2, 3, 4, 5, 6</p>

<ul style="list-style-type: none"> <li>• Hywel Roberts - Let's Say ...</li> <li>• Behaviour training – Kit Messenger</li> <li>• PINS (Partnership for Inclusion of Neurodiversity in Schools) project</li> </ul> <p>We will purchase additional resources and fund ongoing training and associated release time.</p>		
<p>Enhance our English teaching with a specific focus on phonics and reading for pleasure.</p> <p>We will fund teacher release time to facilitate and embed key elements of guidance in school.</p>	<p>The DfE guidance has been produced which sets out the research underpinning the importance of talk, stories and systematic synthetic phonics (SSP) in reception, the importance of fidelity in phonics, and the DfE's evidence-informed position on the best way to teach reading.</p> <p><a href="#">The Reading Framework</a></p>	<p>1, 2</p>
<p>Enhance our maths teaching and curriculum planning, using the White Rose Maths scheme, with a specific focus on times tables, in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths Guidance KS 1 and 2.pdf</a> (<a href="http://publishing.service.gov.uk">publishing.service.gov.uk</a>)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in the Early Years and Key Stage 1</a></p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>1, 3</p>
<p>Invest in Digital Technologies:</p> <ul style="list-style-type: none"> <li>• TT Rockstars</li> <li>• Oxford Owls</li> <li>• Fiction Express</li> <li>• Spelling Shed</li> <li>• Language Angels</li> </ul>	<p>The evidence base for using digital technologies to benefit and positively impact on disadvantaged pupils progress is contained throughout the <a href="#">EEF Toolkit</a> e.g.</p> <ul style="list-style-type: none"> <li>• digital technology can be successful in improving reading comprehension, particularly when they focus on the application and practice of specific strategies and the use of self-questioning skills.</li> </ul> <p>The EEF report <a href="#">Using Digital Technology to Improve Learning</a> concludes that technology can be beneficial for pupils but it depends on a range of factors including the context, the subject area, the content, the pedagogy, access to technology, training/support, the length of the intervention and how it is integrated with other classroom teaching. We will</p>	<p>1, 2, 3, 4, 5, 6</p>

	keep the technologies we use under constant review to ensure they are appropriate in securing the best possible outcomes for all pupils including those who are disadvantaged.	
<p>Embed dialogic activities across the school curriculum to support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase additional resources and fund ongoing training and associated release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	4
<p>Improve the quality of social and emotional learning.</p> <p>Social and emotional approaches to be embedded into routine practices and supported by professional development and training for staff.</p> <p>e.g. Use of Boxall Profile, Use of wellbeing toolkit, therapeutic play techniques, Theraplay activities etc.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p> <p><a href="#">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p>	5
<p>Support for speech and language development continually promoted through the day by all staff in all curriculum and pastoral areas – increased opportunities for oracy and ‘talk for learning’.</p> <p>Use of specific interventions e.g. NELI (Year R), Speech Link, Language Link</p>	<p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	4



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

Budgeted cost: £40,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group booster teaching for reading, writing, maths and GPS in Year 6 – teacher led with TA support</p>	<p>Evidence shows that small group tuition is effective with the smaller the group size the better. Studies have shown that disadvantaged pupils typically receive additional benefits from this form of tuition. Small groups offer an opportunity for greater levels of interaction and feedback compared to whole class teaching</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 3</p>
<p>Small group booster teaching for reading, writing, maths and GPS in Years 3/4 – teacher led with TA support</p> <p>Use of specific resources e.g. Fresh Start (RWI phonics)</p>	<p>Evidence shows that small group tuition is effective with the smaller the group size the better. Studies have shown that disadvantaged pupils typically receive additional benefits from this form of tuition. Small groups offer an opportunity for greater levels of interaction and feedback compared to whole class teaching</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2</p>
<p>Small group booster teaching for phonics – TA led</p> <p>Use of specific resources e.g. Fresh Start (RWI phonics)</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2</p>
<p>1:1 phonics intervention for disadvantaged KS1 children falling behind age-related expectation – TA led</p> <p>Use of RWI 1:1 Phonics support</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p>	<p>1, 2</p>

	<a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
1:1 reading comprehension intervention for UKS2 and KS1 children falling behind the age-related expectation – TA led Beanstalk volunteer support	<p>Reading comprehension strategies, tailored to pupils’ reading capabilities and involving activities and texts that provide an effective but not overwhelming challenge, have a strong evidence base indicating a positive impact on pupils, particularly disadvantaged pupils. Evidence shows that on average disadvantaged children are less likely to own a book of their own and read at home with family members and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.</p> <p><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a>  <a href="#">The Reading Framework</a></p>	1, 2, 4
1:1 and small group times tables intervention for disadvantaged LKS2 children falling behind the age-related expectation.	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches.</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>  <a href="#">NCETM</a></p>	1, 3
Precision Teaching	<p>Precision Teaching is a methodology that aims for fluent responding (i.e. accuracy and speed) against a set criteria. It has been applied successfully to teach a multitude of behaviours, including reading, maths and handwriting.</p> <p><a href="#">Teaching Assistant Interventions</a></p>	1, 2, 3, 4
NELI	<p>Evidence suggests that the targeted use of approaches supports disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p> <p><a href="#">Oral Language Interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 4

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

Budgeted cost: £25,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral provision at lunchtimes to support children's social interactions and social anxieties</p>	<p>There is a strong evidence base that suggest nurture provision is likely to improve social and emotional functioning and academic achievement in pupils</p> <p><a href="#">Nurture UK</a></p>	<p>1, 4, 5, 6</p>
<p>Promote and embed opportunities for parents to engage with school to support their children, including:</p> <ul style="list-style-type: none"> <li>• Park Way Festival of Fun</li> <li>• Class Assemblies</li> <li>• Curriculum Evenings</li> <li>• Increased meetings with parents of disadvantaged children to discuss barriers and challenges and to set short term targets</li> <li>• Focused phonics sessions for parents and children to work together</li> </ul>	<p>There is a strong evidence base to suggest that disadvantaged pupils are less likely to have an appropriate space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, we aim to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading and times tables recall.</p> <p><a href="#">Parental Involvement   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Review of Behaviour Management training for all staff.</p> <p>Kit Messenger Behaviour Training</p> <p>Specific training for new staff including ECT, trainee teachers and apprentice teaching assistants.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>5</p>
<p>Pastoral support to signpost families in relation to their social and emotional wellbeing needs, to include:</p> <ul style="list-style-type: none"> <li>• Funded use of breakfast club and after school club.</li> <li>• Food banks</li> <li>• School holiday clubs</li> </ul>	<p>We understand that some of our families have really struggled in the aftermath of the COVID-19 pandemic and more recently with the cost of living crisis. We are keen to provide all the support we can to enable families to support their children to experience success in school and in their wider lives.</p>	<p>5</p>

<ul style="list-style-type: none"> <li>• Housing support</li> </ul>		
<p>Enrichment Opportunities</p> <ul style="list-style-type: none"> <li>• Commando Joe's</li> <li>• Summer of Fun</li> <li>• Rock Steady (including bursary space)</li> <li>• Bewl Water Residential</li> </ul>	<p>We understand that some of our children have really struggled in the aftermath of the COVID-19 pandemic and more recently with the cost of living crisis. We want to ensure that all children, especially those who are disadvantaged, can engage in all extra-curricular opportunities offered.</p> <p>We know from in-school evidence that these opportunities increase engagement with learning, improve attendance, raise self-confidence and self-esteem and allow children to thrive.</p>	1, 4, 5, 6
<p>Improve upon and embed principles of good practice related to school attendance as set out in the DfE guidance materials, including:</p> <ul style="list-style-type: none"> <li>• Continuation of first day calling</li> <li>• Parents meetings</li> <li>• Home visits and unannounced attendance calling especially for PA children</li> </ul>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="#"><u>Working Together to Improve School Attendance</u></a></p>	6
<p>Contingency fund for acute issues</p>	<p>Based on our previous experiences and those of similar schools to ours, we have identified the need to set a small amount of funding aside to respond quickly to needs that have not yet been identified or those that arise throughout the year.</p>	All

**Total budgeted cost: £131,720**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using Early Years and Key Stage 2 performance data, phonics check results and multiplication tables check.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national level (see below – although these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

Data from tests and assessments shows that the progress and attainment of the school's disadvantaged pupils continues to improve. Our analysis suggests that although there is some evidence of the ongoing impact of COVID-19 for some children, the approaches we used to boost outcomes for disadvantaged pupils have broadly shown positive impacts.

By the end of Key Stage 2, our disadvantaged children are outperforming disadvantaged children nationally. We are also improving our outcomes for disadvantaged children year on year with all areas, aside from Writing, in 2024 showing improvement from 2023.

### **Improved reading, writing and maths attainment (through accelerated progress) among disadvantaged pupils.**

#### Year R

- Fewer disadvantaged children achieved GLD than disadvantaged children nationally (33% cf. 51.5%) and non-disadvantaged children at Park Way (33% cf. 74%)
- Fewer disadvantaged children met the expected level in the Literacy area of learning than non-disadvantaged children (33% cf. 74%)
- Fewer disadvantaged children met the expected level in the mathematics area of learning than non-disadvantaged children (44% cf. 74%)

#### Year 6 (KS2)

- In reading, more disadvantaged children achieved the expected standard than disadvantaged children nationally (95% cf. 62%). Fewer disadvantaged children achieved the expected standard than non-disadvantaged children at Park Way (95% cf. 100%). The attainment gap between disadvantaged and non-disadvantaged is 5% although this gap represents only 1 child this year. The percentage of disadvantaged children achieving the standard in 2024 (95%) was higher than the percentage in 2023 (73%).
- In writing, more disadvantaged children achieved the expected standard than disadvantaged children nationally (65% cf. 58%). Fewer disadvantaged children achieved the expected standard than non-disadvantaged children at Park Way (65% cf. 88%). The attainment gap between non-disadvantaged and disadvantaged is 23%. The percentage of disadvantaged children achieving the standard in 2024 (65%) was lower than the percentage in 2023 (82%).
- In maths, more disadvantaged children achieved the expected standard than disadvantaged children nationally (80% cf. 59%) and non-disadvantaged children at Park Way (80% cf. 79%). The attainment gap between disadvantaged and non-disadvantaged is 1% with disadvantaged outperforming non-disadvantaged. The percentage of disadvantaged children achieving the standard in 2024 (80%) was higher than the percentage in 2023 (64%).

- Combined, more disadvantaged children achieved the expected standard than disadvantaged children nationally (55% cf. 45%). Fewer disadvantaged children achieved the expected standard than non-disadvantaged children at Park Way (55% cf. 67%). The attainment gap between disadvantaged and non-disadvantaged is 12% and continues to narrow from a gap of 14% in 2022/23. The percentage of disadvantaged children achieving the standard in 2024 (55%) was higher than the percentage in 2023 (45%).

### **Improved phonics (and reading) attainment among disadvantaged pupils.**

#### Year 1 phonics screen

- 50% of disadvantaged children met the expected standard compared to 71% of non-disadvantaged. The attainment gap between disadvantaged and non-disadvantaged is 21%.
- Nationally, 68% of disadvantaged children met the expected standard compared to 50% in our school.
- The percentage of disadvantaged children achieving the standard in 2024 (50%) was higher than the percentage in 2023 (45%)

#### Year 2 Cumulative phonics data

- 85% of disadvantaged children met the expected standard by the end of Year 2 compared to 97% of non-disadvantaged. This is compared to 89% for all children nationally.

### **Improved times table recall among disadvantaged pupils.**

#### Year 4

- Of the 14 children eligible for pupil premium in Year 4:
  - 36% (5 children) scored in excess of 68% - 17/25 marks
  - 57% (8 child) scored in excess of 50% - 13/25 marks
- The average score for disadvantaged children was 13.3 marks, an increase of 1.2 marks from 2023. The average score for non-disadvantaged children was 19.9 marks, an increase of 2.7 marks from 2023.

### **Improved oral language skills and vocabulary among disadvantaged pupils.**

#### Year R

- 67% of disadvantaged children met the expected standard in Communication and Language (listening, attention and understanding and speaking) compared to 77% of non-disadvantaged children.

### **To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.**

- Our observations and assessments demonstrate that challenges, in relation to wellbeing and mental health, remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

### **To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.**

- Absence among disadvantaged pupils was 3% higher than for non-disadvantaged pupils in 2023/24. This gap has narrowed by 0.8% from 3.8% in 2022/23. We recognise that although this absence gap is narrowing, it remains too large which is why raising the attendance of our disadvantaged children (as well as all pupils) continues to be a focus of our current plan.
- The national absence rate for disadvantaged pupils during 2023/24 was 10.6%. The absence rate for disadvantaged pupils at Park Way during 2023/24 was 7.4% meaning that our attendance rates are above the national figures.

Based on all the information above, the performance of our disadvantaged pupils broadly met our expectations although there remains further work to do with regards to our Early Years pupils along with continued development of phonics and multiplication skills. We are, at present, on course to

achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in this academic year section above.

## 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*

<b>Programme</b>	<b>Provider</b>
Read Write Inc.	Oxford University Press
Boxall Profile	Nurture UK
Speech and Language Link	Speech Link Multimedia Limited
Fiction Express	Fiction Express Education
Oxford Owl	Oxford University Press
Spelling Shed	Education Shed
My Maths	Oxford University Press
TT Rockstars	Maths Circle
Language Angels	Language Angels
White Rose Maths	White Rose Education
Nuffield Early Language Intervention (NELI)	OxEd and Assessment
Kapow	Kapow Primary
Emile Education	Webskape Limited