



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	306
Proportion (%) of pupil premium eligible pupils	26.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2026/2027 Year 1 – 2024/2025 <u>Year 2 – 2025/2026</u> Year 3 – 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Karen Dhanecha Headteacher
Pupil premium lead	Denise Hill Deputy Headteacher
Governor / Trustee lead	Julie King

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1515 x 82 = £124,230
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£124,230

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.

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 202/26 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 phonics and mathematics 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 section 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.</p> <p>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 2025, Year 1 phonics data shows that disadvantaged children's results were below their non-disadvantaged peers. Although there have been improvements, 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>
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. Pupils struggle with their sense of cultural capital with a lack of enrichment opportunities and limited 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, 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 4.5% (2024-25) 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.
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. 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.
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">Qualitative data from pupil voice, observations and student, parent and staff surveys and questionnaires.A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
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">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 2%.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.

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: **£62,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitoring and feedback by senior leaders to embed and consolidate high quality first teaching, especially for early career teachers.	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. <u>EEF Guide to the Pupil Premium</u>	1, 2, 3, 4
Coaching teams across the school to embed and consolidate high quality first teaching for all staff members	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. <u>EEF Guide to the Pupil Premium</u>	1, 2, 3, 4
Continued Professional Development for all staff regardless of their career stage. Develop and embed pedagogical practices to include: <ul style="list-style-type: none">• Adaptive teaching• Scaffolding• Retrieval practice• Flexible, fluid and sensitive grouping• Pre-teaching, especially vocabulary• Precision teaching• Clear and concise learning objectives, WALTS and success criteria• Reliable and accurate assessments across the curriculum• Behaviour training – Kit Messenger	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. <u>EEF Guide to the Pupil Premium</u>	1, 2, 3, 4, 5, 6

<ul style="list-style-type: none"> • PINS (Partnership for Inclusion of Neurodiversity in Schools) project • Oracy • Refresher phonics training <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 oracy, 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>The Reading Framework</p>	1, 2
<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>Maths Guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in the Early Years and Key Stage 1</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	1, 3
<p>Invest in Digital Technologies:</p> <ul style="list-style-type: none"> • TT Rockstars • Oxford Owls • Fiction Express • Spelling Shed • Language Angels • Sing Up 	<p>The evidence base for using digital technologies to benefit and positively impact on disadvantaged pupils progress is contained throughout the EEF Toolkit e.g.</p> <ul style="list-style-type: none"> • 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. <p>The EEF report Using Digital Technology to Improve Learning 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>	1, 2, 3, 4, 5

	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.	
Embed dialogic activities across the school curriculum to support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase additional resources and fund ongoing training and associated release time.	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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	4
Improve the quality of social and emotional learning. Social and emotional approaches to be embedded into routine practices and supported by professional development and training for staff. e.g. Use of Boxall Profile, Use of wellbeing toolkit, therapeutic play techniques, Theraplay activities etc.	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) EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	5
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'. Use of specific interventions e.g. NELI (Year R), Speech Link, Language Link	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: Oral language interventions EEF (educationendowmentfoundation.org.uk)	4

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

Budgeted cost: £37,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group booster teaching (pre-teaching and consolidation) for reading, writing and maths in Year 5/6 – teacher led with TA support	<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>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1
Small group booster teaching for reading and maths in Years 3/4 – teacher led with TA support Use of specific resources e.g. Fresh Start (RWI phonics)	<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>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3
Small group booster teaching for phonics – TA led Use of specific resources e.g. Fresh Start (RWI phonics)	<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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 2
1:1 phonics intervention for disadvantaged KS1 children falling behind age-related expectation – TA led Use of RWI 1:1 Phonics support	<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>	1, 2

	Phonics Toolkit Strand Education Endowment Foundation EEF	
1:1 reading comprehension intervention for KS1 and KS2 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>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p> <p>The Reading Framework</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>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>NCETM</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>Teaching Assistant Interventions</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>Oral Language Interventions Toolkit Strand Education Endowment Foundation EEF</p>	1, 4

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

Budgeted cost: £24,430

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral provision at lunchtimes to support children's social interactions and social anxieties	There is a strong evidence base that suggest nurture provision is likely to improve social and emotional functioning and academic achievement in pupils Nurture UK	1, 4, 5, 6
Promote and embed opportunities for parents to engage with school to support their children, including: <ul style="list-style-type: none"> • Park Way Festival of Fun • Class Assemblies • Curriculum Evenings • Increased meetings with parents of disadvantaged children to discuss barriers and challenges and to set short term targets • Focused phonics sessions for parents and children to work together • Speech and Language sharing and advice sessions 	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. Parental Involvement Toolkit Strand Education Endowment Foundation EEF	1, 2, 3, 4, 5, 6
Review of Behaviour Management training for all staff. Kit Messenger Behaviour Training Specific training for new staff including ECT, trainee teachers and apprentice teaching assistants.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
Pastoral support to signpost families in relation to their social and emotional wellbeing needs, to include: <ul style="list-style-type: none"> • Funded use of breakfast club and after school club. 	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.	5

<ul style="list-style-type: none"> • Food banks • School holiday clubs • Housing support 		
Enrichment Opportunities <ul style="list-style-type: none"> • Commando Joe's • Summer of Fun • Rock Steady (including bursary space) • Bewl Water Residential 	<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"> • Continuation of first day calling • Parents meetings • Home visits and unannounced attendance calling especially for PA children 	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><u>Working Together to Improve School Attendance</u></p>	6
Contingency fund for acute issues	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.	1, 2, 3, 4, 5, 6

Total budgeted cost: £124,230

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 2024/25 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 and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

Data from tests and assessments shows that the progress and attainment of the school's disadvantaged pupils continues to improve. Our analysis suggests that the approaches we used to boost outcomes for disadvantaged pupils have broadly shown positive impacts aside from phonics at KS1 and maths at KS2 where significant improvement is required. By the end of Key Stage 2, our disadvantaged children are outperforming disadvantaged children nationally in reading and writing.

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

Year R

- More disadvantaged children at Park Way achieved GLD than disadvantaged children nationally (54.5% cf. 51.3%) but fewer than non-disadvantaged children at Park Way (54.5% cf. 71.9%).
- In 2025, the percentage of disadvantaged children at Park Way who achieved GLD increased by 21.5% on the 2024 percentage (33%).
- The gap between the percentage of disadvantaged and non-disadvantaged children achieving GLD reduced from 41% in 2024 to 17.4% in 2025.
- Fewer disadvantaged children met the expected level in the Literacy area of learning than non-disadvantaged children (54.5% cf. 71.9%).
- In 2025, the percentage of disadvantaged children at Park Way who achieved the expected level in the Literacy area of learning increased by 22.2% from the 2024 percentage of 33%.
- Fewer disadvantaged children met the expected level in the mathematics area of learning than non-disadvantaged children (54.5% cf. 78.1%).
- In 2025, the percentage of disadvantaged children at Park Way who achieved the expected level in the mathematics area of learning increased by 10.5% from the 2024 percentage of 44%.

Year 6 (KS2)

- In reading, more disadvantaged children achieved the expected standard than disadvantaged children nationally (71% cf. 63%). Fewer disadvantaged children achieved the expected standard than non-disadvantaged children at Park Way (71% cf. 82.1%). The attainment gap between disadvantaged and non-disadvantaged is 11.1%.
- In writing, more disadvantaged children achieved the expected standard than disadvantaged children nationally (64.7% cf. 59%). Fewer disadvantaged children achieved the expected standard than non-disadvantaged children at Park Way (64.7% cf. 78.6%). The attainment gap between non-disadvantaged and disadvantaged has reduced from 23% in 2024 to 13.9% in 2025. The percentage of disadvantaged children achieving the standard in 2025 (64.7%) was in line with the percentage in 2024 (65%).

- In maths, less disadvantaged children achieved the expected standard than disadvantaged children nationally (47.1% cf. 61%) and non-disadvantaged children at Park Way (47.1% cf. 78.6%). The attainment gap between disadvantaged and non-disadvantaged is 31.5%
- Combined, less disadvantaged children achieved the expected standard than disadvantaged children nationally (35.3% cf. 47%). Fewer disadvantaged children achieved the expected standard than non-disadvantaged children at Park Way (35.3% cf. 64.3%). The attainment gap between disadvantaged and non-disadvantaged is 29%.

Improved phonics (and reading & writing) attainment among disadvantaged pupils.

Year 1 phonics screen

- 50% of disadvantaged children met the expected standard compared to 83.3% of non-disadvantaged. The attainment gap between disadvantaged and non-disadvantaged has increased from 21% in 2024 to 33.3% in 2025.
- Nationally, 67% of disadvantaged children met the expected standard compared to 50% in our school.
- The percentage of disadvantaged children achieving the standard in 2025 (50%) was equal to the percentage in 2024 (50%).

Year 2 Cumulative phonics data

- 90% of disadvantaged children met the expected standard by the end of Year 2 compared to 94% of non-disadvantaged. This is compared to 89% for all children nationally.
- The gap between the percentage of disadvantaged and non-disadvantaged children passing the phonics screen by the end of Year 2 reduced from 12% in 2024 to 4% in 2025.

Improved times table recall among disadvantaged pupils.

Year 4

- Of the 13 children eligible for pupil premium in Year 4:
 - 23% (3 children) scored 100% - 25/25 marks (cf. to 45.5% for non-disadvantaged)
 - 57% (8 child) scored in excess of 80% - 20+ marks (cf. 75.8% for non-disadvantaged)
- Nationally, disadvantaged children score an average of 19.3 marks. Disadvantaged children at Park Way score an average of 20 marks, 0.7 marks above the national score.
- The average score for disadvantaged children was 20 marks, an increase of 6.7 marks from 2024. The average score for non-disadvantaged children was 21.8 marks, an increase of 1.9 marks from 2024. This data shows that disadvantaged children are making more rapid progress year on year with their multiplication knowledge than non-disadvantaged children.
- The gap between average scores achieved by disadvantaged and non-disadvantaged children has reduced from 6.6 marks in 2024 to 1.8 marks in 2025.

Improved oral language skills and vocabulary among disadvantaged pupils.

Year R

- 72.7% of disadvantaged children met the expected standard in Communication and Language (listening, attention and understanding and speaking) compared to 75% of non-disadvantaged children.
- The gap between the percentage of disadvantaged and non-disadvantaged children meeting the expected standard has reduced from 10% in 2024 to 2.3% in 2025.

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 significant across our school. 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 4.5% higher than for non-disadvantaged pupils in 2024/25. This gap has increased by 1.5% from 3% in 2023/24. We recognise that this absence gap 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 2024/25 was 10.3%. The absence rate for disadvantaged pupils at Park Way during 2024/25 was 8% meaning that our attendance rates are better than 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 phonics at the end of Year 1 and maths at the end of Key Stage 2. 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

Programme	Provider
Read Write Inc.	Oxford University Press
Widgit Online	Widgit.com
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 (MTC)	Webskape Limited
Lucid Rapid	GL Assessment
Sing Up	Sing Up