



Pupil Premium Strategy Statement

2026-2028

Park End Primary School

Purpose of this statement

This statement details Park End Primary School's use of pupil premium funding to improve education outcomes for disadvantaged pupils. It sets out the school's planned activity, how the strategy is evidence-informed, and how leaders and governors will evaluate impact over the 2026-2028 strategy period.

Document control	Detail
School name	Park End Primary School
Strategy period	2026-2028
Date published	September 2026
Review date	September 2027
Statement authorised by	Julia Rodwell, Headteacher
Pupil premium lead	Julia Rodwell
Governor lead	David Jackson
Website publication requirement	Updated strategy statement to be published annually by 31 December using the DfE template.

School overview

Detail	Data
Number of pupils in school	517
Proportion of pupil premium eligible pupils	67.3%
Pupil premium funding allocation for this academic year	£527,220
Pupil premium carried forward	£0
Total pupil premium budget for this academic year	£527,220

Funding reconciliation

The school has identified wider strategic activity costing £704,189 across teaching, targeted academic support and wider strategies. The pupil premium contribution is £457,300. The remaining £246,889 is met through aligned school budget and wider investment. This ensures the published pupil premium budget is reconciled clearly to the DfE strategy statement requirement.

Part A: Pupil premium strategy plan

Statement of intent

Park End Primary School serves one of the most deprived communities in England. The school sits within a locality where long-term socio-economic disadvantage is the norm rather than the exception. IDACI data illustrates the scale of this challenge: 79.1% of pupils live in the bottom 3% of most deprived neighbourhoods nationally, and 92% live within the bottom 10%.

A significant proportion of families experience multiple layers of hardship, including insecure housing, low household income, health inequalities and limited access to early childhood experiences that build readiness for learning. This level of deprivation affects early language acquisition, school readiness, attendance patterns, emotional development and access to opportunities beyond the school gate.

Our intent is to ensure that socio-economically disadvantaged pupils, including those eligible for pupil premium and those with wider vulnerability, achieve strong academic outcomes, attend consistently, and engage with a rich, secure and broad curriculum that enhances long-term life chances.

Strategic priorities

- Prioritise exceptionally high-quality teaching in every classroom, with a relentless focus on early reading, core attainment and strong instructional practice.
- Provide sharply targeted academic support, driven by diagnostic assessment, with particular focus on phonics, reading fluency and mathematical foundations.
- Address significant non-academic barriers, including persistent absence, reduced engagement, unmet SEMH needs and limited access to wider cultural capital.
- Take a strategic three-year approach with annual review, aligned to school improvement priorities: improving end-of-year outcomes, raising reading attainment and accelerating improvements in attendance.

Local definition of vulnerability

Park End recognises vulnerability as increased risk of underachievement arising from one or more factors. Identification may be proactive, temporary or long-term.

Area of vulnerability	Examples of indicators leaders will monitor
Educational vulnerability	Gaps in reading, writing, maths, phonics, vocabulary, language acquisition, or readiness for the next stage.
Attendance-related vulnerability	Persistent absence, severe absence, repeated lateness, broken weeks, or reduced engagement with school routines.
Social, emotional and mental health vulnerability	Low self-regulation, anxiety, behaviour for learning concerns, trauma, bereavement or reduced resilience.
Socio-economic vulnerability	Poverty, limited access to resources, limited wider experiences, food or housing insecurity.
Social care or family vulnerability	Early help, child in need, child protection, care-experienced pupils, family stressors or safeguarding concerns.

Challenges to achievement

Challenge	Detail of challenge
1	KS2 attainment gap in reading, writing and maths compared with national non-disadvantaged pupils.
2	School readiness in the foundation stage: language deprivation, limited social skills, delayed personal skills and delayed readiness to learn.
3	Attendance: high rates of persistent absence among disadvantaged pupils and punctuality issues.
4	Limited access to extra-curricular, enrichment and cultural capital opportunities outside school.
5	Social, emotional and mental health barriers that affect readiness to learn and sustained engagement.

Intended outcomes and success criteria

Area	Intended outcome	Success criteria by 2028
Attainment	Pupils achieve at or above national in reading, writing and mathematics by the end of KS2.	2025/26: narrow the gap with national all. 2026/27: outcomes in line with national all 2027/28: narrow the gap between Park End disadvantaged pupils and national non-disadvantaged pupils so that the gap is not significant. In 2025 the gap was 29%, the gap to be reduced to below 10% Additional staffing to ensure high quality first teaching is provided.
School readiness and early reading	Children are better prepared for learning and early reading is secure.	Engage fully with the Middlesbrough school readiness programme. GLD/ELG target: 70% in 2026, 72% in 2027 and 75% in 2028. Year 1 phonics to be above national average each year 2026-2028. Work with the Family Hub to support family engagement, including toileting and readiness routines.
Attendance	Attendance improves for disadvantaged pupils; persistent absence and lateness reduce.	Whole-school persistent absence for pupil premium pupils reduces annually. Number of pupil premium pupils below 90% attendance falls. PA targets: 2026 - 22%, 2027 - 20%, 2028 - 17%. Tracked Improved attendance for pupil premium children, target pupils identified and supported.
Curriculum enrichment	Disadvantaged pupils have equitable access to a broad range of curricular and enrichment experiences.	All year groups provide access to at least one enrichment opportunity per half term. Music, singing, chess, visits, visitors and extensive swimming programme form part of enriched curriculum for all children. No child is prevented from participation due to financial barriers. Residential activities are subsidised for pupils.
Family engagement and SEMH	Families are supported early and disadvantaged pupils are ready to learn.	Pastoral and safeguarding staff support families; early help is identified promptly; parenting support is offered; SEMH and regulation support improves engagement and classroom participation.

Evidence-informed activity in this academic year

Approach to evidence and implementation

Park End uses the DfE menu of approaches and the EEF tiered model: high-quality teaching, targeted academic support and wider strategies. Activity is selected from diagnosed need, implemented with fidelity, monitored through formative and summative evidence, and evaluated through termly leadership and governor review.

1. High-quality teaching

Strategic cost identified: £390,162. Pupil premium contribution: £225,000. This supports additional teaching and non-teaching capacity, CPD, curriculum refinement and classroom-level improvement.

Activity	Evidence and rationale	Challenges addressed
Early reading: strengthen SSP fidelity, daily keep-up, and reading fluency routines from KS1 to KS2.	EEF evidence indicates that phonics approaches have positive impact for pupils, especially when implemented systematically and with fidelity. Structured fluency practice	1, 2

Activity	Evidence and rationale	Challenges addressed
	supports pupils to access age-appropriate texts and the wider curriculum.	
Instructional coaching and evidence-informed CPD focused on reading, writing, maths, feedback and explicit instruction.	High-quality teaching is the most important school-based lever for improving outcomes for disadvantaged pupils. Sustained CPD, coaching and implementation support help teachers refine classroom practice. Adaptive teaching is focus for 2026-7 School Improvement. EEF research Guide to Inclusive teaching July 2026	1, 2
Curriculum and assessment refinement to strengthen progression, diagnostic assessment and responsive teaching.	A tiered approach prioritises precise diagnosis, curriculum clarity and teaching that responds to what pupils know and can do. This reduces the need for later intervention.	1, 2
Targeted reduction of class sizes where this enables more feedback, interaction and responsive teaching.	Smaller groups are most effective when used to increase the quality of pupil-teacher interaction, feedback and checking of understanding. This is aligned with the school aim of accelerating pupils towards the expected standard. In larger year groups additional staff provided.	1, 2
Extensive CPD package for staff to tackle specific learning challenges.	Effective professional development that is sustained, focused, collaborative and implemented with care improves teaching quality and pupil learning, particularly for pupils facing disadvantage.	1, 2

2. Targeted academic support

Strategic cost identified: £90,000. Pupil premium contribution: £90,000. This supports additional teaching staff, additional support staff, 1:1 programmes, structured interventions and after-school tuition.

Activity	Evidence and rationale	Challenges addressed
High-quality small-group and 1:1 tuition in reading and maths, aligned with class teaching and prioritised for disadvantaged pupils who are behind.	EEF evidence shows targeted academic support can have a positive impact when linked closely to classroom teaching, diagnosed need and ongoing assessment.	1, 2, 4
Precision teaching and pre-/post-teaching for identified pupils, using standardised assessments to monitor progress.	Short, focused, well-matched intervention supports gaps in knowledge and helps pupils access classroom learning more confidently. Diagnostic assessments used to identify gaps in learning.	1, 2
Purchase and deploy reading resources for vulnerable pupils at risk of underachievement.	High-quality decodable books, fluency materials and comprehension texts strengthen both targeted support and whole-class reading provision.	1, 2
Focused early years intervention to develop early phonics and reading.	Early intervention reduces barriers before gaps widen. Phonics and early language development are a priority for disadvantaged pupils and for readiness into Year 1.	1, 2
Maths mastery programme to secure number fluency, reasoning and conceptual understanding.	Mastery approaches provide carefully sequenced instruction, precise modelling and regular checking for understanding. These are important for pupils who need secure mathematical foundations.	1

3. Wider strategies

Strategic cost identified: £224,027. Pupil premium contribution: £142,300. This supports attendance leadership, EWO capacity, pastoral support, family engagement, SEMH, enrichment and curriculum access.

Activity	Evidence and rationale	Challenges addressed
Attendance strategy: dedicated leadership, rigorous data, targeted support meetings, parent communication and work with EWO.	DfE attendance guidance expects proactive, support-first systems. Improved attendance is essential because absence reduces curriculum access and widens learning gaps.	3
SEMH and behaviour for learning: whole-school routines, staff training in regulation and relationships, targeted support such as ELSA or mentoring.	Social and emotional learning and consistent behaviour approaches support self-regulation, engagement and readiness to learn when implemented as part of a whole-school culture.	5
Enrichment and cultural capital: subsidised clubs, trips and experiences, pupil leadership and aspiration building.	Wider opportunities support engagement, motivation and belonging when integrated with the curriculum and tracked for impact. They reduce the experience gap faced by disadvantaged pupils.	3, 4, 5
Outdoor school resources and OPAL development to enhance curriculum provision and engagement.	Well-designed outdoor learning can improve confidence, motivation, teamwork and resilience, particularly for pupils at risk of disengagement.	3, 4, 5
Targeted SEMH support to improve wellbeing and readiness to learn.	Pupils with stronger emotional wellbeing are more able to participate in lessons, manage transitions and access the curriculum. Support will be targeted through diagnosed need.	3, 5
Parental engagement enhanced through the Senior Safeguarding Officer and wider pastoral team.	Parental engagement approaches are most effective when practical, respectful, timely and focused on learning, attendance, routines and early help.	1, 3, 5

Budget summary

Strand	Strategic cost identified	Pupil premium contribution	Additional aligned school investment
High-quality teaching	£390,162	£225,000	£165,162
Targeted academic support	£90,000	£90,000	£0
Wider strategies	£224,027	£142,300	£81,727
Total	£704,189	£457,300	£246,889

Note: figures reconcile the published pupil premium allocation to the wider school strategy. The additional aligned school investment reflects costs not met directly from the pupil premium grant.

Monitoring and evaluation

Leaders will evaluate impact termly using a standard cycle: diagnose need -> select evidence-informed activity -> implement with fidelity -> monitor using formative and summative data -> evaluate and sustain or adapt. Leaders will report to governors termly on progress against success criteria and spending, with a full annual review and public update. SIP linked to performance management for staff.

Termly review area	Evidence leaders will review
Attainment and progress	RWM data, phonics, EYFS outcomes, question-level analysis, intervention impact, disadvantaged and vulnerable group analysis.
Attendance	Overall attendance, persistent absence, severe absence, punctuality, broken weeks, pupil premium case studies and impact of family support.

Termly review area	Evidence leaders will review
Teaching quality	Lesson visits, book looks, pupil voice, subject reviews, coaching records and CPD implementation checks.
Targeted support	Entry and exit data, intervention attendance, pupil progress meetings and staff evaluation of impact.
Wider barriers	SEMH data, pastoral records, early help, safeguarding links, enrichment participation and parent engagement.
Governance	Termly governor reports, challenge questions, financial monitoring and annual published review.

Part B: Review of outcomes in the previous academic year

Park End Primary School remains committed to ensuring that all pupils, regardless of background or circumstance, have the opportunity to achieve their full potential. In 2024-2025 the school continued to use pupil premium strategically to raise attainment, improve attendance and promote wider personal development.

The school recognises that historic outcomes for disadvantaged pupils in 2024 and 2025, although broadly in line with disadvantaged pupils nationally in several areas, have not yet closed the gap with national non-disadvantaged pupils. Leaders have strengthened data systems, pupil progress meetings and timely intervention to improve outcomes through more forensic identification of need. 2026 results and future predictions are

Outcomes for disadvantaged pupils: key data

Measure	3-year school disadvantaged	3-year national disadvantaged	2025 school disadvantaged	2025 national disadvantaged	2025 national non-disadvantaged	Key message
RWM expected standard	46%	46%	40%	47%	69%	In line with national disadvantaged over 3 years, but the gap to national non-disadvantaged remains significant.
Reading expected standard	61%	62%	54%	63%	81%	Reading remains a priority; the 2025 gap to national non-disadvantaged was 27 percentage points.
Writing expected standard	73%	59%	73%	59%	78%	Writing is a strength and was above national disadvantaged in 2025 and over 3 years.
Maths expected standard	65%	60%	66%	61%	81%	Maths was above national disadvantaged in 2025, with a narrowing gap to national non-disadvantaged.

Attendance and persistent absence for FSM6 pupils

Measure	Year	Cohort	School	National	National distribution banding	Trend / context
Attendance	2024/25	359	92.5%	92.3%	Close to average	Relative improvement; high FSM context.
Attendance	2023/24	336	91.6%	92.0%	Close to average	Relative decline; high FSM context.
Attendance	2022/23	343	92.4%	91.6%	Close to average	Relative improvement; high FSM context.
Persistent absence	2024/25	359	25.3%	24.9%	Close to average (non-significant)	No significant change; high FSM context.
Persistent absence	2023/24	336	27.7%	27.1%	Close to average (non-significant)	No significant change; high FSM context.
Persistent absence	2022/23	343	25.9%	29.3%	Close to average (non-significant)	Significant increase; high FSM context.

Impact summary and next steps

Area	What the evidence shows	Next strategic response
Reading	Reading outcomes for disadvantaged pupils are close to national disadvantaged over time but below national non-disadvantaged. Early reading and fluency remain the most urgent academic priorities.	Strengthen SSP fidelity, early reading intervention, reading fluency, vocabulary and comprehension, with pupil-level tracking from EYFS to KS2. School have fully implemented The reading framework and establishing reading for pleasure has been a focus of our work. School will continue to do this to further support children with limited reading at home.
Writing	Writing is a relative strength. Disadvantaged pupils performed above national disadvantaged and close to national non-disadvantaged.	Codify effective practice in writing and use it to support reading, vocabulary, EGPS and wider curriculum writing.
Maths	Maths outcomes are close to or above national disadvantaged, but the gap to national non-disadvantaged remains.	Embed mastery, number fluency, diagnostic assessment and responsive teaching. Prioritise pupils just below expected standard.
Attendance	FSM6 attendance is close to national, but persistent absence remains high and continues to affect access to the curriculum.	Maintain support-first attendance processes, casework for persistent absence, family engagement and weekly monitoring of vulnerable pupils.
School readiness and EYFS	Deprivation affects language, personal development and early learning behaviours.	Prioritise early language, personal care, phonics readiness, parent engagement and transition into Year 1. Implement language development programmes.
Wider opportunity	Limited out-of-school opportunities remain a barrier to cultural capital and engagement.	Ensure enrichment is planned, funded, recorded and evaluated for disadvantaged pupils in every year group.

Publication and compliance checklist

Requirement	How this statement addresses it
DfE strategy statement format	Uses the required sections: school overview, funding overview, Part A strategy plan, Part B review of outcomes and annual review arrangements.
Annual publication	Document states the date of publication and review date and should be uploaded to the school website by 31 December each academic year.
Use of pupil premium	Activities are aligned with the DfE menu of approaches and EEF tiered model: high-quality teaching, targeted academic support and wider strategies.
Evidence-informed approach	Activities include EEF-aligned evidence and rationale, matched to diagnosed school challenges.
Monitoring and evaluation	Sets out termly review, governor reporting, data sources and annual public update.
Financial transparency	Reconciles the pupil premium allocation to wider strategic spending and shows the pupil premium contribution clearly.

Reference sources

Department for Education: Pupil premium guidance and strategy statement template. GOV.UK, updated 11 May 2026.

Department for Education: Using pupil premium - guidance for school leaders. GOV.UK, updated 11 May 2026.

Education Endowment Foundation: The EEF Guide to the Pupil Premium and tiered approach to pupil premium spending.

Park End Primary School: Pupil premium strategy statement 2026-2028 and internal IDSR/outcome evidence, provided by school.