

Park Road Academy Primary Pupil premium strategy statement 2025-2026



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Park Road Academy Primary School
Number of pupils in school	210 236 inc. Nursery
Proportion (%) of pupil premium eligible pupils	4 (1.9%) (September 2025)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) 30 June 2025 (5/12ths of current academic year) 30 September 2025 (7/12ths of previous academic year) 31 December 2025 31 March 2026	2024-2025 2025-2026 2026-2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Kerry Hart
Pupil Premium Lead	Kirsty Morris
Senior Champion and LAC Lead	Lowri Harrison
Governor / Trustee lead	Peter Boocker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year; £1,515.00 per pupil; October 2025 census numbers: 4 (1.9%)	
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	£8,470

Part A: Pupil premium strategy plan

Statement of intent

At Park Road Academy Primary School, our core aim is to remove barriers for disadvantaged pupils, enabling them to thrive within our school community. We are committed to ensuring they achieve outcomes equal to or exceeding those of their non-disadvantaged peers, leaving school as confident, capable young individuals ready for the next stage of their lives.

Our whole-school strategic plan focuses on supporting all disadvantaged pupils to:

Attend school regularly and punctually, ensuring full access to every learning opportunity.

Benefit from high-quality teaching delivered by staff who know them well, understand their individual needs, and recognise their potential.

Meet or exceed ambitious academic expectations across all year groups.

Achieve strong KS2 outcomes that match or surpass those of their non-disadvantaged peers.

Receive tailored interventions and support that address individual or group needs promptly and effectively.

Access specialist support from external agencies, charities, and professionals when required.

Take part in a wide range of extra-curricular activities during and beyond the school day, including opportunities that broaden their cultural experiences.

Through collaboration, high expectations, and targeted support, we aim to remove barriers, inspire success, and unlock the full potential of every disadvantaged pupil at Park Road Academy Primary School.

Challenges

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

Challenge number	Detail of challenge
1	Capital culture experiences provided to promote social skills.
2	Children demonstrate high levels of attainment, reflecting strong foundational knowledge and skills. However, their rate of progress over time does not align with these achievements, suggesting potential barriers to sustained growth and development.
3	A wide range of Well-being activities are available to support Social, emotional and Mental Health needs.
4	Limited life experiences means that some children struggle to access texts and relate to the wider curriculum.

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
Those children with high learning potential are supported to achieve greater depth.	The goal is for all children to reach at least the expected standard for their age, with more pupils progressing toward the greater depth standard by the end of Key Stage 2.
Children to feel confident accessing facilities in the local area – transport, shops & cafes.	Children are given opportunities to take part in social trips, which help them engage with cultural experiences and deepen their understanding of the community and broader cultural capital.

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: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Oral language interventions</p> <p>Targeted Vocabulary Groups: Led by trained teaching assistants (TAs), these groups focus on developing oral language.</p> <p>Daily Language Support: Use well-structured sentences and repeat key vocabulary to provide strong examples for pupils.</p>	<p>EEF (+6)</p> <p><i>Oral language interventions focus on improving learning through spoken language and verbal interaction. They involve changes to usual practice to emphasise speaking and listening, either in whole-class teaching or in targeted small groups. Approaches may include reading aloud and discussing books, expanding pupils' vocabulary, using structured questioning to support comprehension, and encouraging purposeful, curriculum-focused dialogue. While these interventions use oral language, they do not always aim to develop formal speaking skills or make oral language the main outcome; instead, they are linked by their shared teaching approach.</i></p>	2

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

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Vocabulary Groups: Class TAs lead pre-teaching sessions for	<p>EEF (+4)</p> <p><i>Teaching assistants (also known as TAs, classroom support assistants or teachers' aides) are adults who support teachers in the classroom. Teaching assistants' duties can</i></p>	2

<p>pupils in receipt of Pupil Premium (PP), focusing on challenging vocabulary to support understanding across subjects.</p>	<p><i>vary widely, but they are generally deployed in two ways; to support the teacher in the general classroom environment, or to provide targeted interventions, which are often delivered out-of-class. The role can also include administrative support.</i></p>	
<p>Additional staffing to provide booster groups in reading, writing and maths. To accelerate progress of pupil premium children who are making less than expected progress or working below age related expectations.</p>	<p>EEF (+4) <i>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</i></p> <p>80% of pupils eligible for pupil premium funding (excluding those with SEND) will be working at age related expectations.</p>	<p>2</p>
<p>By the end of the academic year, pupils will make expected or beyond expected progress in age-appropriate spelling proficiency, as measured by internal assessments and statutory testing.</p>	<p>EEF (+5) <i>Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.</i></p> <ul style="list-style-type: none"> • Consistent implementation of a whole-school spelling program. • Targeted interventions for pupils requiring additional support. • Regular monitoring and evaluation of progress, with adjustments to strategies as needed. • Increased opportunities for practicing and applying spelling skills in both structured and creative contexts. • This target aims to foster improved literacy outcomes and confidence in written communication. 	<p>2</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing): Budgeted cost: £2,470

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>To support the holistic development of disadvantaged pupils, the school will allocate resources to provide free or subsidised access to music lessons, lunchtime art clubs, educational visits, and residential trips. In addition, the school will offer funding for school uniform, holiday clubs, and after-school clubs, where spaces are available.</p>	<p>These initiatives aim to provide access to creative, cultural, and extracurricular opportunities that enhance confidence, self-esteem, and overall well-being. By fostering personal growth through these experiences, the school seeks to improve engagement and participation in education, helping pupils develop both academically and personally.</p>	<p>3</p>
<p>Half termly trips to the local area.</p>	<p>Organising half-termly trips to the local area, utilising public transport, helps to develop essential life skills and social skills. The impact of COVID-19 has limited children's opportunities to participate in such experiences, making these trips particularly valuable. They provide a platform for building confidence, fostering independence, and preparing pupils for the transition to high school, while also encouraging interaction and collaboration with peers.</p>	<p>1</p>

Total budgeted cost: £8,470

Part B: Review of outcomes 2024-2025

All pupils receiving Pupil Premium funding met age-related expectations in every subject, with two pupils exceeding expectations across all areas. This highlights the effectiveness of targeted interventions and personalised support in meeting individual learning needs.

Additionally, pupils had valuable opportunities to explore local facilities, including libraries, community centres, and cultural venues. These experiences were designed to enhance social and communication skills, promote independence, and build confidence. By combining academic support with practical and interpersonal development, this approach prepares children for a successful transition to secondary school and future achievements.

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

Aim	Outcome
<u>Quality of teaching for all</u>	<p><u>We achieved:</u></p> <p>Pre-teaching interventions provided students with the opportunity to rehearse skills ahead of time.</p> <p>Effective gap tasks and next steps were consistently reviewed.</p> <p>Parental involvement increased, with all classes utilising Tapestry to foster a strong partnership between home and school.</p>
<u>Ensure all pupils have equal opportunities to actively participate in the curriculum.</u>	<p><u>We achieved:</u></p> <p><u>Learning Walk & Curriculum Review</u></p> <p>A thorough learning walk was carried out to evaluate how the curriculum is implemented and to ensure it addresses the needs of all students, including those eligible for Pupil Premium. This was followed by a curriculum review to pinpoint areas for improvement and to promote consistent delivery across all subjects.</p> <p><u>Collaboration with Club Leaders</u></p> <p>Strong connections were established between club leaders to coordinate activities, ensuring a diverse range of opportunities was accessible to all pupils.</p> <p><u>Pupil Premium Participation</u></p> <p>Pupil Premium students were actively supported to participate in a variety of in-school, before-school, and after-school clubs, promoting their personal development and engagement.</p> <p><u>Inclusive Trips and Events</u></p> <p>Trips and events were made available to all students at no cost to parents, ensuring equal access for every pupil, regardless of their financial circumstances.</p>
<u>To provide winter food bags to support families in need.</u>	This will ensure children have access to nutritious food and promote their health,

	well-being, and ability to fully engage in learning during the colder months.
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Disadvantaged pupil progress scores for 2024-2025

Measure	Score
Reading EYFS: KS1:	109 N/A N/A
Writing EYFS: KS1:	ARE N/A N/A
Maths EYFS: KS1:	111 N/A N/A

Disadvantaged pupil performance overview for 2024-2025

Measure	Score
Meeting expected standard at KS1 Numbers of children at expected standard in phonics-	There are currently no children in KS1 receiving Pupil Premium funding.
Achieving high standard at KS1	There are currently no children in KS1 receiving Pupil Premium funding.

Further information (optional)

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