Pupil premium strategy statement

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	The Parkgate Academy
Number of pupils in school	321
Proportion (%) of pupil premium eligible pupils	45.42%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Reece Davy
Pupil premium lead	Reece Davy
Governor / Trustee lead	Sue Trentini

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£187,860
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£187,860

Part A: Pupil premium strategy plan

Statement of intent

Our Mission is to improve the communities we serve for the better. We strive for our children to develop a strong work ethic, become reflective, resourceful, resilient, be good at building and forming relationships, as well as possessing the ability to take calculated risks in life. Setting high standards in all aspects of school life is key to our children achieving their full potential. Our intention is that all children make good progress; no underperforming groups. This underpins the focus of our Pupil Premium Strategy.

Smaller than average class sizes, leading to high quality teaching, ensures that outcomes improve for all learners, including disadvantaged learners. Reducing class sizes allows teachers to have higher quality interactions with pupils and personalise learning from carefully identified gaps. Small class sizes allow different teaching approaches and ensure feedback and responsive teaching takes place through carefully planned guided groups. Our objective is that attainment for all will be sustained and developed to ensure all children make progress and the difference is diminished between disadvantaged and non-disadvantaged pupils.

Our strategy supports education recovery by providing 1:1 tuition for children who have been identified as needing extra support. Carefully planned interventions are targeted at specific pupils who are identified as having low prior attainment or gaps in knowledge and understanding, using information gathered from diagnostic assessments. The effectiveness of intervention is monitored closely to ensure maximum impact.

Speech and Language intervention improves listening, narrative and vocabulary skills. As early intervention has great potential to narrow the gap, our strategy ensures all children with speech and language difficulties are identified in good time and intervention is carefully planned and delivered by trained staff and professionals. This has proven to be valuable in the development of communication and language skills in EYFS.

Our Pastoral Lead has been highly successful in supporting children's mental health through Drawing and Talking, Colour and Chat and 1:1 pastoral sessions. These approaches have given children a safe, creative space to express emotions, build resilience and develop coping strategies. By nurturing trust and offering consistent guidance, our Pastoral Lead has empowered children to share openly, manage

challenges effectively and experience improved wellbeing, positively impacting their confidence, behaviour and learning outcomes.

Challenges

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

Challenge number	Detail of challenge
1	Assessment by a trained Speech and Language Therapist and observation and assessment undertaken by teachers and the Speech and Language Lead identified underdeveloped Language and Communication skills. Although the case load is mainly children in the EYFS, other year groups have instant access to support, should they have any concerns.
2	Pupil interview and relationships with families identified limits in life experiences and enrichment opportunities.
3	Assessment, observation, CPD opportunities and discussions identified the need to develop reading fluency skills further so all children can access the curriculum and become competent readers and writers.
4	Assessment, observation and marking and feedback opportunities identified limited understanding of basic number skills across school.
5	Observation, outside agency referrals and an increase in mental health and emotional support suggest some of our disadvantaged pupils need support to ensure they are motivated, engaged and ready to learn.
6	Attendance and Persistent absence is below that of national expectations and averages.
7	We face significant challenges in activating children's ability to develop coping strategies when their home life is unsettled or involves social care intervention. The instability and emotional strain they experience can make it difficult for them to feel safe enough to engage and practise new skills. Building trust takes time and progress can be inconsistent as children often carry the weight of complex family circumstances into their daily school lives.

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
Attainment in Reading is in line or better than LA and National averages for	Pupils in receipt of Pupil Premium funding are taught to the highest possible standard

Attainment in Writing is in line or better than LA and National averages	– ensuring that any attainment gap is closed. This is with specific focus on the core subjects (Reading, Writing and Maths). Children will be prepared academically for the next phase of their education.
Attainment in Maths is in line or better than LA and National averages	
Attainment in Phonics is in line or better than LA and National averages	
Attainment in Communication and Language is in line or better than LA and National averages	
Children are prepared for learning and their next Key Stage	Children will be resilient and emotionally ready for learning. Children have gained the necessary skills and experiences to be on track academically and ready for their next Key Stage

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: £125,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nuffield Early Language Intervention - NELI	Nuffield Early Language Intervention | EEF (educationendowmentfoundation.org.uk)	1, 3
SALT	44% of SALT case load are in receipt of pupil premium funding Supported by Early Years Toolkit	1, 3
CPD delivered by onsite SALT	Teachers' continuing professional development | EEF (educationendowmentfoundation.org.uk)	1, 3
To ensure class sizes of less than 25 children for all core subjects.	Reducing class size | EEF (educationendowmentfoundation.org.uk)	1, 3, 4
Phonics and Early Reading CPD	Teachers' continuing professional development | EEF (educationendowmentfoundation.org.uk)	1, 3

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics Additional Practice	2. Targeted academic support | EEF (educationendowmentfoundation.org.uk)	1, 3
Reading intervention in KS1/2 for children who are not attaining expected standard	See above	1, 3
Year 5/6 tutoring	2. Targeted academic support | EEF (educationendowmentfoundation.org.uk)	1, 3, 4
SALT intervention	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 3

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

Budgeted cost: £38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA training and delivery	About Us - ELSA Support (elsa-support.co.uk)	5, 7
Attendance Officer	3. Wider strategies | EEF (educationendowmentfoundation.org.uk)	2, 5, 6, 7
Pastoral Lead	https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies	5, 6, 7
MHST	See above	5, 7
Lunchtime Emotional Support	See above	5, 7

Increased opportunities for life experiences	See above	2, 7

Total budgeted cost: £188,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

2024-2025 KS2 Data Outcomes

KS2 Data Outcomes for PP Children – 2023-24

Subject	PGA PP	LA	Difference
SPaG	65.4%	56.9%	+8.5%
Reading	65.4%	59.3%	+6.1%
Mathematics	61.5%	58.1%	+3.4%
Writing	69.2%	56.9%	+12.3%
Combined	61.5%	43.7%	+17.8%

PGA Pupil Premium (PP) children achieved higher than the Local Authority (LA) in Reading, SPaG, Maths, Writing and combined (RWM).

Intended Outcome	Impact
Progress in Reading	• Pupils achieved mostly in line with non-PP children in all year groups. • PP pupils made good or better progress from their starting points.
Progress in Writing	• Pupils achieved mostly in line with non-PP children in all year groups. • PP pupils made good or better progress from their starting points.
Progress in Maths	• Pupils achieved mostly in line with non-PP children in all year groups. • PP pupils made good or better progress from their starting points.
Progress in Phonics	• Pupils achieved mostly in line with non-PP children in all year groups. • PP pupils made good or better progress from their starting points.

Progress in Communication and Language	• Pupils achieved mostly in line with non-PP children in all year groups. • 7/8 made good progress that requires either less or no further support. • Less children require support from SLT.
Children are prepared for learning and their next Key Stage	• Internal monitoring shows children to be more resilient and emotionally ready for learning within their new year groups and key stages. • Pupils achieved mostly in line with non-PP children in all year groups.

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
Sound!Start Phonics (resources)	Sound!Start
Accelerated Reader	Renaissance
White Rose Premium Resources	White Rose Maths
SALT	Holly Harris

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Additional adults to support within year groups. Pastoral lead support interventions.
What was the impact of that spending on service pupil premium eligible pupils?	All children made good progress. All children's attendance was 97% or above.