Pupil Premium Strategy Statement

2025/26

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	Parklands Educate Together
Number of pupils in school	414
Proportion (%) of pupil premium eligible pupils	23%
Academic years that our current pupil premium strategy plan covers	2025/ 2026
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Jeremy Hughes, Headteacher
Pupil premium lead	Jeremy Hughes, Headteacher
Governor lead	Kellie-Marie Niescior-Mockford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95,455
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	£95,455

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 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 high attainers or have capacity to be.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, refugee ststaus 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 teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Our strategy for delivering support and interventions is primarily to do this in blocks of more intense learning, rather than low level of support spread over a longer period of time. This is intended to provide an impetus to learning and provide precise teaching to help fill in any gaps in learning. The majority of this is bespoke to each individual or group of children, rather than specific schemes that are delivered.

New programmes, such as Unlocking Letters & Sounds and White Rose Maths workbooks, aim to ensure every child has a good foundation in reading and Maths, with significant investment in staffing and training to realise this goal. This is the priority on our SDP and complements the work with PP and disadvantaged children.

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 thrive. To ensure they are effective we will:

- 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

Challenges

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

Challenge number	Detail of challenge
1	The attainment gap for GLD in Early Years has increased in 2025 for disadvantaged children.
2	The attainment gaps for disadvantaged children is narrowing for the majority of key measures- in Phonics at Year 1 the gap has reduced over time- trend over time from 60% in 2023 to 67% in 2025; MTC at year 4 attainment has improved from 19.8 average score in 2023 to 21 in 2025; KS2 Reading improved significantly from 50% to 90% in 2025, Writing from 38% to 80% and Maths 38% to 60% (higher than non-PP children). Challenge is maintaining this trend with continuous improvement.
3	Attendance is a major factor in the disadvantage gap. The Education Policy Institute notes that if disadvantaged pupils had the same attendance record as their peers, the attainment gap could shrink noticeably.
4	According to the Institute for Fiscal Studies, Pupil Premium funding has not kept pace with inflation. In real terms, the value of Pupil Premium per pupil is now **about 14% lower** than it was in 2014–15. This presents the school with a challenge to meet the needs of children at a disadvantage.
5	Many of our pupils demonstrate **social and emotional** issues, particularly the ability to self regulate or make appropriate choices at the point of an incident/ anxiety. This then has a 'knock on' effect to not only their learning, but also the learning of their peers around them. This needs a bespoke approach according to Individual Learning Plans to support these in an appropriate manner to have the most impact on the individual.

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 among disadvantaged pupils.	Assessments and observations indicate significantly improved phonics knowledge for disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved attainment in GLD for disadvantaged pupils.	Trend for GLD will demonstrate a closing gap in attainment for disadvantaged children at the end of Early Years.

Improved writing attainment for disadvantaged pupils.	Disadvantaged pupils will make good progress in the development of writing, with an improvement in handwriting style and writing with purpose that makes sense to the reader.
Improved attendance for disadvantaged children	Data will show an upward trend in attendance for children at a disadvantage
To achieve and sustain improved behaviour for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2025/26 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a reduction in adverse incidents where children are unable to regulate their behaviour or impact on the learning of others • a significant increase in participation in, and availability of, enrichment activities

Activity in this academic year 2025/26

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: **£8,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised NFER diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	1, 2
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. This year we will introduce Unlocking Letters & Sounds programme and associated training: Phonics | Toolkit Strand | Education Endowment Foundation | EEF This is a more cost effective programme to help mitigate the funding gap. We will also continue with the Accelerated Reader scheme for older children who have not yet achieved a fluent reading style in order to scaffold their choices.	1, 2, 4
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educa-	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):	5

tional practices and supported by professional development and training for staff.	EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	

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

Budgeted cost: **£54,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub based in Portishead. This will be delivered by a Teacher and also an HLTA.	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: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	1, 2
Additional small group interventions led by HLTA for intense blocks of work to address specific learning objectives, including: High Frequency Words Fine Motor Skills Reading Number Bonds	Using a variety of approaches specific to the Keystage will have a strong impact on learning. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 5
Additional reading sessions with a Learning Support Assistant before school to supplement the work being done at home and school.	Additional support at home to supplement reading done at home, or where families struggle to read at home.	1,2
Teacher led interventions for individuals and groups in blocks to support	High quality teaching that is time limited but with bespoke targets will have a strong impact on learning. The interventions will be formed on a 'little and often' basis, reviewed each term.	1,2,4

learning in specific areas: Writing Reading & Comprehension Mathematical concepts		
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one. This will begin in January 2023. This will be provided by in-house staff on flexible working arrangements. One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	2,3,4

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

Budgeted cost: **£34,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	5
Introduction of a specific mentor to support children with SEMH needs		3, 5
Staff training on de-escalation approaches, alongside safe and positive handling techniques.	It is vital that staff understand how to de-escalate a situation and be proactive rather than reactive in their approach, however when needed, any positive handling must be conducted in a safe manner for all parties. https://educationendowmentfoundation.org.uk/public/files/Publi	5

	cations/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf	
Learning mentor to have specific duties in relation to attendance, supporting families in getting children to school	Provided by learning mentors across the school day (new appointment to role in afternoons)	3
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	
Contingency fund for acute issues.	A small contingency will be in place to support PP children for educational activities that might incur a cost.	All

Total budgeted cost: £96,000

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 2020 to 2021 academic year.

Over the past three years, outcomes for disadvantaged pupils at Parklands show a clear pattern of improvement across the majority of key attainment measures. Targeted support, strengthened classroom practice and more rigorous monitoring have contributed to a steadily narrowing gap in several areas of the curriculum.

Early Reading and Phonics
Disadvantaged pupils' performance in the Year 1 Phonics Screening Check continues to show positive improvement. The proportion meeting the expected standard has increased from 60% in 2023 to 67% in 2025. This upward trend indicates that early reading interventions and the focus on high-quality phonics teaching are increasingly effective for disadvantaged children.

Mathematics (Year 4 MTC and KS2)
In the Year 4 Multiplication Tables Check, the average score for disadvantaged pupils has risen from 19.8 in 2023 to 21 in 2025, demonstrating stronger number fluency and recall.

At Key Stage 2, outcomes for disadvantaged pupils have improved significantly. Reading increased from 50% to 90%, Writing from 38% to 80%, and Maths from 38% to 60% in 2025. Notably, Maths outcomes for disadvantaged pupils now exceed those of their non-disadvantaged peers. These improvements reflect effective deployment of tuition, targeted small-group support and a stronger curriculum approach to reading and basic number skills.

Attendance and Punctuality
Although overall attendance for disadvantaged pupils remains below national averages and continues to present a challenge, long-term trends show a mixed picture.

- In 2023–24, attendance was 93.6%, with unauthorised absence at 2.3%.
- In 2024–25, attendance dipped slightly to 93.2%, with unauthorised absence rising to 2.8%.
- For 2025–26 to date (up to 20 November 2025), attendance stands at 91.2%, with unauthorised absence at 3.5%.

While the current year's figures show a decline, this reflects a small number of complex cases with high levels of need. Punctuality shows a similar pattern, with late arrivals in-

creasing from 0.39% (2023–24) to 0.67% (2025–26 to date). Addressing persistent absence and improving punctuality remain priority areas within this strategy, and targeted family support continues to be strengthened to reverse this trend.

Externally provided programmes

Programme	Provider
Nil	

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration wherever we can, or signposting to local providers.
- Widen opportunities for learning to play an instrument to support broader educational goals
- Signpost parents & carers to other agencies and support within the local area on our website or Newsletters

Planning, implementation, and evaluation

In planning our pupil premium strategy, we have chosen a strategy to provide intense support over a relatively short period of time rather than a longer term but less frequent approach. This will be evaluated as the year progresses as we will be able to measure impact on a more frequent basis. It is acknowledged that these bursts may have to be repeated over time to support learning.

We have introduced new monitoring systems for PP interventions to help the evaluation process.