

Pupil Premium Strategy Statement 2025 to 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	Parsons Heath C of E Primary School
Number of pupils in school	197
Proportion (%) of pupil premium eligible pupils	40% 78 pupils
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025/2026 to 2028/2029
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Claire Newson, Headteacher
Pupil premium lead	Claire Newson, Headteacher
Governor / Trustee lead	Gary Sanford, Lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£116030
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	£116030

Part A: Pupil premium strategy plan

Statement of intent

At Parsons Heath Church of England Primary School, we are inspired by the example of Jesus, the Good Shepherd, who cares for his sheep.

At Parsons Heath Primary School, our vision is embedded in the imagery of God/Jesus as the Good Shepherd. We view school as the shepherd, guiding all members through daily life. We follow the example that Jesus gave us, using our Christian Values of Belonging, Kindness and Resilience. As the Good Shepherd tends his sheep, so we nurture our school community in a safe, secure environment to ensure that they thrive and fulfil their potential as good shepherds of the future.

In keeping with this vision, we believe that every child at Parsons Heath is an important member of our 'flock' and should be provided with a broad, balanced, differentiated and inclusive curriculum that provides engaging opportunities for children to develop and apply their knowledge and understanding. 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 already high attainers.

We will consider the challenges faced by vulnerable pupils and this statement demonstrates how we support their needs. As a school, we are dedicated to raising the attainment of our disadvantaged children, but also to supporting their social and emotional needs. We are also mindful of the social, emotional, and economic hardships that our families have faced, particularly during this time when the cost of living is so high, and we are committed to working alongside outside agencies to provide support where we can to our whole school community.

High-quality 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 approach is also firmly rooted in supporting our disadvantaged children's social and emotional welfare. Our strategy makes use of outside agencies whenever possible to support our disadvantaged children and provide them with the opportunities to develop both emotionally and as a result academically.

We regularly review our strategy because of academic assessment and the changing circumstances of our children and their families. We ensure that the right children are receiving the correct support at the most appropriate time. Therefore, all staff and governors take responsibility for disadvantaged pupil's 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	Our assessments and observations indicate that the attainment of many of our disadvantaged pupils is below age-related expectations across the curriculum.
2.	As a school, we continue to experience a high number of social and emotional issues within our disadvantaged families. Concerns over mental health and economic deprivation have meant that we are continuing to provide a high level of support for our school community.
3.	As a school, we have continued to see an increase in behavioral challenges, particularly amongst our disadvantaged pupils. Children are requiring more support within the classroom to engage with their learning.
4.	Assessments, observations and discussions with pupils suggest disadvantaged pupils have greater difficulties with reading, particularly in KS1. This negatively impacts their development as readers.
5	Assessments, observations and discussions with pupils, suggest that our disadvantaged pupils do not have access to wider opportunities outside of school. They have a limited cultural capital.
6	Our attendance data indicates that attendance among disadvantaged pupils has been nearly 2% lower than for non-disadvantaged pupils. Disadvantaged attendance = 92% Non-disadvantaged attendance = 94%

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
Increase the level of phonics attainment at the end of Year 1 among disadvantaged pupils	Phonics outcomes in 2025/2026 show at least 75% of disadvantaged pupils met the expected standard.
Improved combined attainment among disadvantaged pupils at the end of KS2	In 2025/6, combined attainment of our disadvantaged children to be in line with national data at the end of KS2.
Improved reading attainment among disadvantaged pupils, particularly in KS1.	KS1 reading outcomes in 2025/2026 show at least 65% of disadvantaged pupils met the expected standard. KS2 reading outcomes in 2025/26 show that at least 65% of disadvantaged pupils met the expected standard.
Improved writing attainment among disadvantaged pupils.	KS1 writing outcomes in 2025/2026 show at least 60% of disadvantaged pupils met the expected standard. KS2 writing outcomes in 2025/26 show that at least 65% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils, particularly at the end of KS1	KS1 maths outcomes in 2025/2026 show at least 60% of disadvantaged pupils met the expected standard. KS2 maths outcomes in 2025/26 show that at least 65% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2025/2026 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in behavioural incidents in school • continued participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance for the 2025/2026 academic year: • Attendance of all pupils to be 96% • Attendance of disadvantaged to be in line with all pupils

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: **£68,426**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics scheme further embedded and extended by the Phonics Lead. Training updates for all staff. Targeted interventions delivered by teachers and support staff throughout the school.	Phonics teaching has a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.	4
TA support in classes to provide targeted support for those children who are working below the expected standard.	Evidence shows that Quality First Teaching that is well supported by TAs within the classroom has a high impact on the progress that children make.	1, 3, 4
Quality First Teaching – teaching staff that are highly experienced and teach lessons of good/outstanding quality.	Evidence shows that Quality First Teaching has a high impact on the progress that children make.	1, 3, 4
SENCo to ensure that children are being given the correct emotional and social support that they need in school (1 day per week)	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)	2, 3

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

Budgeted cost: **£10789**

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 by TAs during school time.	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	4
Providing school-led tutoring for pupils who are not reaching the expected standard in reading, writing and maths. A significant proportion of the pupils who receive tutoring will be disadvantaged.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 4

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

Budgeted cost: **£36815**

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)	2, 3

Using outside agencies to support the emotional well-being of children and their families	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)	2, 3
Extended school support to increase engagement in extra-curricular activities and to support families of disadvantaged children. This will have a positive impact on their well-being.	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
Supporting families of children with low attendance. Breaking down barriers for school refusers.	Children can only learn when they are in school so it is imperative that children attend school	6
Fund for any resources that may be needed to support children's emotional/social well-being.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £116030

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 2024 to 2025 academic year.

Intended outcome	Success criteria	Outcomes 2024/2025
Increase the level of phonics attainment at the end of Year 1 among disadvantaged pupils	Phonics outcomes in 2024/2025 show at least 75% of disadvantaged pupils met the expected standard.	60% of our disadvantaged pupils met the expected standard in their phonics screening. This was a 9% decrease from the previous year. Nationally 67% of disadvantaged pupils met the expected standard in their phonics screening.
Improved reading attainment among disadvantaged pupils, particularly in KS1.	KS1 reading outcomes in 2024/2025 show at least 60% of disadvantaged pupils met the expected standard. KS2 reading outcomes in 2024/25 show that at least 65% of disadvantaged pupils met the expected standard.	In KS1, 57% of disadvantaged pupils met the expected standard in reading. In KS2, 56% of disadvantaged pupils met the expected standard in reading. This was an 11% decrease from the previous year. Nationally, 62% of disadvantaged pupils met the expected standard in KS2 reading.
Improved writing attainment among disadvantaged pupils.	KS1 writing outcomes in 2024/2025 show at least 60% of disadvantaged pupils met the expected standard. KS2 writing outcomes in 2024/25 show that at least 65% of disadvantaged pupils met the expected standard.	In KS1, 50% of disadvantaged pupils met the expected standard in writing. In KS2, 56% of disadvantaged pupils met the expected standard in writing. This is an 11% decrease from the previous year. Nationally, 59% of disadvantaged pupils met

		the expected standard in KS2 writing.
Improved maths attainment for disadvantaged pupils, particularly at the end of KS1	KS1 maths outcomes in 2024/2025 show at least 60% of disadvantaged pupils met the expected standard. KS2 maths outcomes in 2024/25 show that at least 65% of disadvantaged pupils met the expected standard.	In KS1, 50% of disadvantaged pupils met the expected standard in maths. In KS2, 56% of disadvantaged pupils met the expected standard in maths. This is a 11% decreased from the previous year. Nationally, 61% of disadvantaged pupil met the expected standard in maths.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/2025 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in behavioural incidents in school continued participation in enrichment activities, particularly among disadvantaged pupils	In the 2024/2025 academic year there were 485 behavioural incidents. This is compared to 495 behavioural incidents in the 2023/2024 academic year. Participation in enrichment activities continues to be positive within our disadvantaged pupils with an average of 62% attending at least one after school club a week.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance for the 2024/2025 academic year: • Attendance of all pupils to be 96% • Attendance of disadvantaged to be in line with all pupils	Attendance of all pupils in the 2024/2025 academic year was 94%. This is compared to 94% in the 2023/2024 academic year. Attendance of disadvantaged pupils in the 2024/2025 academic year was 92%. This is compared to 92% in the 2023/2024 academic year.

At the end of Year 1, 60% of our disadvantaged pupils reached the expected standard in phonics, compared with 67% nationally. This was below the target that we had set and, in the previous academic year, 69% of our disadvantaged pupils met the expected standard in phonics. Continued support and investment in targeted phonics interventions and increased TA support in Early Years and KS1 is needed.

In Key Stage 1, no national data has been published. However, 57% of our disadvantaged pupils reached the expected standard in reading compared to 63% of non-disadvantaged pupils. 50% of our disadvantaged pupils reached the expected standard in writing compared to 63% of our non-disadvantaged pupils. In maths, 50% of our disadvantaged children achieved the expected standard compared to 75% of our non-disadvantaged. The gap between our disadvantaged and non-disadvantaged KS1 pupils widened in the 2024/2025 academic year. There needs to be continued focus on interventions and increased TA support in KS1 and LKS2 to close this gap. Writing and maths need to be a focus in KS1.

In Key Stage 2, 39% of our disadvantaged children reached the expected standard in Reading, Writing and Maths. This is compared to national data of 47% of disadvantaged children reaching the combined standard. Nationally, 62% of disadvantaged pupils achieved the expected standard in reading compared to 56% of our disadvantaged pupils. 56% of our disadvantaged pupils achieved the expected standard in writing compared to 59% nationally and 56% of our disadvantaged pupils achieved the expected level in maths compared to 61% nationally. Therefore, we were below national expectations in reading but below in reading, writing and maths.

Pupil behaviour, well-being and mental health continue to be a priority in school, and we have continued to use pupil premium funding to provide support for our pupils and families. We are using counsellors, bereavement counsellors, play therapists, family support workers and other outside agencies.

The provision of after-school enrichment clubs continues to be very successful. Of our disadvantaged pupils, 62% are attending these clubs, providing them with wider experiences and skills.

Attendance is also another priority for our school, and we continue to work alongside families to raise attendance, particularly amongst our disadvantaged pupils.