

Pupil premium strategy statement: Old Park Primary School and Nursery

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school (YR-Y6)	494
Proportion (%) of pupil premium eligible pupils	43.9% (National 24.9%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	24/25 – 26/27
Date this statement was published	4 th November 2024
Date the annual review was completed	14 th October 2026
Date on which the strategy will be reviewed	October 2027
Statement authorised by	James Foster
Pupil premium lead	Stuart Clarke
Governor / Trustee lead	Julie Tennant (parent governor)

Year group overview (Updated October 2026)

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cohort	64	60	75	65	74	78	78
PPG	24 (38%)	23 (38%)	29 (39%)	35 (54%)	32 (43%)	42 (54%)	32 (41%)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£340,517
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£8663.75
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£349,180.75

Part A: Pupil premium strategy plan

Statement of intent

At Old Park Primary School and Nursery, we want all of all of our pupils to make good progress and achieve high levels of attainment in all subject areas, irrespective of their backgrounds or the challenges that they face.

The focus of our aspirational pupil premium strategy is to support our most disadvantaged pupils to achieve their full potential. We have designed our curriculum so that we can inspire, engage and challenge our pupils, giving them the tools to learn and acquire skills which they will need to become successful, independent and motivated young people, ready for the next stage of their education and work towards a bright future in today's world.

High-quality teaching is at the heart of our approach, with a strong focus on key areas we have identified that our disadvantaged pupils often require the most support with. This approach is done in conjunction with our other strategies designed to support all students, promoting high expectations when it comes to sustaining attainment and progress.

We aim to be pro-active and responsive to the everchanging needs of our community, ensuring that every pupil's individual needs are considered and rooted in good quality assessments, and data. We carefully plan how our funding is used, ensuring it has the most impact when it comes to holistically developing our pupils. Our strategy is broader than just academic progress, we understand the importance of taking a personal approach, we take every opportunity to expose pupils to cultural capital experiences, working to grow their social and emotional development.

We know our community well and we do not shy away from the significant challenges that come with having a large proportion of families whose household income is just above the threshold for free school meals. Therefore, we maintain a flexible and inclusive approach, our strategy focuses on providing as much support as we can to all of our pupils.

To ensure we maximise impact and progress, our key strategic areas include:

1. Having high expectations, ensuring that all our pupils, including those who are at a disadvantage, are challenged in the work they are set.
2. Where we identify areas of need, we will be proactive in providing interventions early, so they have the biggest impact
3. We use a whole school community approach, where all staff take responsibility for the progress and growth of our pupils, including those who are at a disadvantage and are encouraged to have high expectations of what all children can achieve.

Challenges

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

Challenge number	Detail of challenge
1	<p>Our attendance data over the last 3 years indicates that attendance amongst disadvantaged pupils (93.8%) is lower than non-disadvantaged (94.5%) and the national figure of 95.3%.</p> <p>29.9% of disadvantaged pupils were classified as persistently absent (PA) in 2025/2026 compared to 15.9% of their peers during that academic year. Our assessment would indicate that PA is negatively impacting the progress of disadvantaged pupils.</p>
2	<p>Internal and external assessments indicate that maths attainment amongst disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <ul style="list-style-type: none"> • KS1: Disadvantaged (ARE 72% and GD 6%) Non-disadvantaged (ARE 92% and GD 23%) • KS2: Disadvantaged (ARE 55% and GD 5%) Non-disadvantaged (ARE 65% and GD 15%)
3	<p>A high number of special educational needs are present within the pupil premium group which impacts their access to learning and support needs.</p> <ul style="list-style-type: none"> • Disadvantaged: SEND support: 31.9% and EHCP 4.6% • Non-disadvantaged: SEND support 17.8% and EHCP 2.8%
4	<p>A significant group of children who are disadvantaged have social and emotional difficulties that effect their ability to access learning in the classroom.</p>
5	<p>Internal data an external phonics screening data indicate that the percentage of disadvantaged pupils passing the phonics screening is below that of non-disadvantaged pupils.</p> <ul style="list-style-type: none"> • Y1: Disadvantaged 70% and non-disadvantaged 70%. • Y2: Disadvantaged 86% and non-disadvantaged 93%
6	<p>Additional challenge (October 2026)</p> <p>The proportion of disadvantaged pupils achieving Greater Depth and Higher Standard outcomes is significantly below that of their non-disadvantaged peers, particularly in mathematics, reading and grammar, punctuation and spelling (GPS), limiting opportunities for the highest-attaining disadvantaged pupils to achieve their full potential.</p>

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
1. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> The attendance gap between disadvantaged and non-disadvantaged pupils is reduced from the current 0.7% (23/24) The persistently absent gap between disadvantaged and non-disadvantaged pupils is reduced from the current 8% (23/24).
2. Improved maths attainment for disadvantaged pupils at the end of Key Stage 1 and Key Stage 2.	<ul style="list-style-type: none"> Key Stage 1 maths outcomes for 26/27 show that more than 80% of disadvantaged pupils meet the expected standard. Key Stage 2 maths outcomes for 26/27 show that more than 70% of disadvantaged pupils meet the expected standard.
3. Disadvantaged pupils who are also classified as SEND can access learning, and the progress of these pupils is in line with their peers.	<ul style="list-style-type: none"> Interventions are in place to support pupils with gaps in their learning. Teachers adapt teaching to support the progress of SEND pupils within the classroom. All adults within the classroom are trained to support pupils progress effectively. SEND disadvantaged pupils make progress from their individual starting points and achieve outcomes in line with their peers nationally.
4. Pupils are emotionally ready to access learning, and the progress of these pupils is in line with their peers.	<ul style="list-style-type: none"> Pupils are emotionally ready to access learning and make progress. Interventions are in place to support pupils across the school with their emotional regulation and learning behaviours.
5. Improved oral language, vocabulary and reading attainment among disadvantaged pupils.	<ul style="list-style-type: none"> Assessments and observations indicate significantly improved oral language amongst disadvantaged pupils. Year 1 disadvantaged pupils passing the phonics screening will increase and be in line with all pupils nationally. Year 2 disadvantaged pupils passing the phonics screening will increase and be in line with all pupils nationally. Disadvantaged pupils have appropriate support for speech and language. Key stage 1 and 2 reading outcomes for disadvantaged pupils are in line with national.
Updated October 2026 6. Increase the percentage of disadvantaged pupils achieving greater depth.	<ul style="list-style-type: none"> The proportion of disadvantaged pupils achieving greater depth at Key Stage 1 increases in reading, writing and mathematics. The proportion of disadvantaged pupils achieving greater depth at Key Stage 2 increases in reading, mathematics and GPS. The attainment gap between disadvantaged and non-disadvantaged pupils at greater depth is reduced from the 2025-2026 baseline. Internal assessment demonstrates an increasing number of disadvantaged pupils are working at greater depth across the curriculum.

Activity in this academic year

This details how we intend to spend our pupil premium funding this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£192,826**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on metacognition and self-regulation	The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), which is the highest within the EEF toolkit (this progress is however variable) Metacognition and self-regulation EEF	2, 3, 4, 5
Staff training within EYFS and Year 1 by Amica on speech and language interventions, including attention bucket and intensive interactions. Training session on Makaton for EYFS and Year 1.	Pupils who work with adults with an increased knowledge of speech and language and interventions to support their development will make increased progress.	2, 3, 4, 5
Art participation: In Harmony (Music provision) All pupils receive specialist music lessons. <ul style="list-style-type: none"> Y2-Y6: Learn an orchestral instrument and play in an orchestra. EYFS: Music monsters Year 1: Musicianship Includes participation in trips and visits associated with the Arts.	Extensive research shows that children who play a musical instrument make accelerated progress in reading and maths. As well as improving their co-ordination, perseverance and listening skills. There also is also evidence that shows music improves memory, responsibility, self-expression and social skills. Arts participation EEF The impact of instrumental learning on attainment Music Mark	1, 2, 3, 4 5
Employment of an additional class-based teacher to release SENCO to provide small group teaching, intervention and CPD/coaching for teachers and teaching assistants.	Due to the high percentage of SEND pupils across the school this provides the SENCO with more time to support teachers, teaching assistants and pupils with ensuring individual needs are met. Small group tuition EEF	1, 2, 3, 4, 5
Increased provision within the SEND team Additional teaching assistant per year group to support interventions.	Teaching Assistant Interventions EEF One to one tuition EEF Small group tuition EEF	1, 2, 3, 4, 5

<p>Insights</p> <p>To monitor attainment, progress and pupil attendance.</p>	<p>Allows teachers to input data to effectively track pupil progress and plan interventions where required.</p> <p>Provides daily updates on school attendance, comparisons to national and LA and allows interventions to be put in place in a timely manner.</p>	1, 2, 3
<p>Maths subject leader development (NPQLPM)</p>	<p>Provide release time to embed research drawing on evidence-based approaches.</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF</p>	2

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

Budgeted cost: **£94,925.75**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one and small group tuition for pupils in need of additional support for oral language vocabulary and phonics.</p> <p><u>Delivered via:</u></p> <ul style="list-style-type: none"> TalkBoost, Literacy pathway and phonics intervention 	<p>Tuition targeted at specific needs and knowledge gaps can be effective to support low attaining pupils or those falling behind.</p> <p>One to one tuition EEF</p> <p>Small group tuition EEF</p>	3, 5
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p><u>Delivered via:</u></p> <ul style="list-style-type: none"> After school intervention 	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that speaking, listening and a combination of the two show positive impacts on attainment.</p> <p>Oral language interventions EEF</p> <p>Phonics EEF</p>	3, 5
<p>Amica: Speech and language therapist</p> <p><u>Delivered via:</u></p> <ul style="list-style-type: none"> Staff training One to one work Small group work 	<p>Oral language interventions show positive impacts on learning with slightly larger effects for pupils from disadvantaged backgrounds.</p> <p>Oral language interventions EEF</p>	1, 3, 4, 5
<p>Assessment for new children arriving at the school with English as an additional language.</p> <p>SLA: MTD Team</p>	<p>The early assessment of children arriving with EAL ensures that appropriate support and interventions can be put in place quickly.</p>	3

<p>Online learning packages</p> <p><u>Delivered via:</u></p> <ul style="list-style-type: none"> • Timetables Rockstars • White Rose Maths • Nessy (reading, spelling, fingers and dyslexia screening) 	<p>A range of learning platforms are used to support with pupil baselining, screening, addressing gaps in learning and supporting pupil progress.</p> <p>Digital education platforms and how they're helping schools – DfE Digital, Data and Technology</p> <p>Homework EEF</p>	2, 3, 5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£61,429**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on well-being, regulation and de-escalation.	<p>Universal approaches to well-being, regulation and de-escalation can have positive impacts on behaviour and learning within the classroom.</p> <p>Behaviour interventions EEF</p>	4
Whole staff training and parental workshop on 'behaviour is a form of communication'.	<p>Targeted and universal approaches can have positive impacts on behaviour, learning within the classroom and behaviours at home.</p> <p>Behaviour interventions EEF</p> <p>Parental engagement EEF</p>	4
Inclusion and nurture support	<p>Nurture groups place particular emphasis on promoting children's ability to recognise and communicate their feelings in themselves and their peers. This will then support their integration in the mainstream classroom.</p> <p>Ofsted publication: Supporting children with challenging behaviour through a nurture group approach</p> <p>Aspiration interventions EEF</p>	4
ELSA	<p>Interventions which target social and emotional learning (SEL) that seek to improve pupils' interactions with others and the self-management of their emotions, rather than focusing on the academic or cognitive elements of learning.</p> <p>Social and emotional learning EEF</p>	1, 2, 3, 4, 5

<p>Education Welfare Officer (EWO)</p> <p>SLA for EWO service to monitor attendance and work with families</p>	<p>Regular attendance is important to ensure that children do not have gaps in their learning and supports good mental health.</p>	1, 2, 3, 4, 5
<p>Educational psychologist</p> <p>SLA to provide the school with 6 half days per term to provide support to the school, teachers, SENCO and individual pupils.</p>	<p>Educational Psychology services (EP services) play a key role in supporting the development, learning and wellbeing of children and young people aged 0 to 25.</p> <p>Educational psychology services: workforce insights and school perspectives on impact</p>	1, 2, 3, 4, 5
<p>Arthog and Arthog outreach</p> <ul style="list-style-type: none"> All Y5 attend Arthog outreach for 1 ½ days during the year. Y6 residential to Arthog subsidised for FSM pupils. 	<p>Studies of adventure learning interventions show the positive benefits on academic learning.</p> <p>Outdoor adventure learning EEF</p>	4
<p>HeadStart club</p> <ul style="list-style-type: none"> Year 3 and 4 One session per week with external provider Confidence, resilience and teamwork focus. 	<p>Pupils are selected who have not got access to other interventions in place across the school and teachers feel would benefit from improved confidence and aspirations.</p> <p>Social and emotional learning EEF</p>	4

Total budgeted cost: £349,180.75

Part B: Review of the previous academic year: Outcomes for disadvantaged pupils in 2026.

Assessment	Disadvantaged		Non-disadvantaged	
EYFS: Good level of development	62%		65%	
Year 1: Phonics	54%		75%	
Year 4: MTC Full marks (25/25)	42%		79%	
Year 4: MTC Average score	21.0		24.2	
	Expected	GDS	Expected	GDS
KS1: Reading	73%	16%	81%	22%
KS1: Writing	66%	0%	69%	6%
KS1: Maths	73%	16%	78%	25%
KS1: Combined	66%	0%	66%	6%
KS2: Reading	67%	15%	90%	33%
KS2: Writing	63%	4%	90%	13%
KS2: Maths	67%	4%	93%	40%
KS2: GPS	63%	11%	90%	53%
KS2: Combined	61%	4%	90%	7%

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data Analysis of end-of-year assessment data demonstrates that the school's disadvantaged pupils achieved outcomes broadly in line with their peers in the Early Years Foundation Stage and Key Stage 1, with particularly strong performance in the KS1 combined measure where no attainment gap was evident at the expected standard. However, gaps emerged in Year 1 phonics and widened further through Key Stage 2. By the end of KS2, disadvantaged pupils achieved below non-disadvantaged pupils across all assessed subjects, with the most significant gaps evident in combined attainment, mathematics and grammar, punctuation and spelling. Greater Depth attainment remains a particular area for development, indicating that while many disadvantaged pupils are achieving expected standards, fewer are attaining the higher standards of which they are capable. These findings support the continued prioritisation of early reading, mathematical fluency, targeted intervention, attendance, and strategies that increase the proportion of disadvantaged pupils achieving greater depth outcomes.

To help us gauge the performance of our disadvantaged pupils we compared their results to disadvantaged pupils nationally.

The data analysis demonstrates that the school's disadvantaged pupils achieved outcomes that were generally above national disadvantaged averages across most key measures during 2025-2026. Strengths were evident in the Early Years Foundation Stage, where disadvantaged pupils achieved a Good Level of Development (62% compared to approximately 55% nationally), achieved above national outcomes across all Early Learning Goals (62% compared to approximately 53%), and secured a significantly higher average number of Early Learning Goals at the expected level (14.0 compared to approximately 12.5 nationally). This indicates that disadvantaged pupils benefit from a strong start to their education and access effective early intervention and support.

By the end of Key Stage 2, disadvantaged pupils continued to perform favourably when compared to disadvantaged pupils nationally. The proportion achieving the expected standard in Reading, Writing and Mathematics combined was 61%, exceeding the national disadvantaged figure of 49%. Outcomes at the expected standard in reading, writing, mathematics, GPS and science were all above national disadvantaged averages, with science representing a particular strength at 85% compared to 71% nationally. Disadvantaged pupils also performed well in the Multiplication Tables Check, with 42% achieving full marks compared to approximately 33% nationally and an average score of 21.0 compared to 19.9 nationally.

Phonics outcomes presented a more mixed picture. Whilst Year 1 phonics outcomes fell below national disadvantaged figures in 2025-2026 (54% compared to 68%), the proportion of disadvantaged pupils who had met the expected standard by the end of Year 2 was 86%, slightly above national outcomes of approximately 83%. This suggests that while some disadvantaged pupils require additional time and support to secure early reading skills, interventions are successful in helping many pupils catch up.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance. Data suggests that attendance remained a significant challenge for disadvantaged pupils during 2025-2026 and continues to be a key barrier to improved outcomes. Disadvantaged pupils recorded an attendance rate of **91.8%**, compared to **94.7%** for non-disadvantaged pupils, creating a gap of **2.9 percentage points**. Persistent absence was more than double that of non-disadvantaged pupils (**28.7% compared to 12.4%**), and disadvantaged pupils were significantly more likely to miss substantial amounts of learning time. Despite extensive attendance monitoring and support, attendance continues to impact the ability of some disadvantaged pupils to access learning consistently and is likely to have contributed to the attainment gaps evident across the school. Improving attendance, particularly reducing persistent absence, will therefore remain a key priority within the pupil premium strategy.

Behaviour data shows that disadvantaged pupils were disproportionately represented in suspension figures during 2025/2026, accounting for approximately 73% of suspension incidents. However, suspensions were concentrated amongst a small number of pupils with complex social, emotional and behavioural needs, many of whom had a history of previous suspensions. In response, pupil premium funding has supported targeted pastoral interventions, family engagement and additional behavioural support. Whilst behaviour remains a barrier for a small number of disadvantaged pupils, the evidence suggests the need for continued early intervention and personalised support to reduce suspensions, improve engagement and minimise lost learning time.

In relation to our intended outcomes we feel we are at the following position for the end of 2026/2027: Intended outcome 1: not on track, intended outcome 2: on track, intended outcome 3: on track, intended outcome 4: on track and intended outcome 5: on track.

Our evaluation suggests that the greatest impact was achieved through high-quality classroom teaching, targeted SEND intervention, ELSA and nurture provision, access to educational psychology support, attendance monitoring and support, parental engagement workshops and online learning platforms. These approaches contributed to disadvantaged pupils achieving outcomes above national disadvantaged averages across most statutory assessments and supported pupils' wider wellbeing and engagement with school. Attendance remains the most significant barrier for a proportion of disadvantaged pupils and therefore continues to be a key priority. However, evidence indicates that the overall strategy is having a positive impact, with four of the five intended outcomes currently judged to be on track for achievement by the end of the 2024-2027 strategy period.

We have reviewed our strategy plan and made some changes to how we intend to use some of our budget this academic year. The further information section below provides more details about our planning and implementation.

Externally provided programmes *(Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
TT Rockstars	Maths Circle
Nessy dyslexia screening, reading, spelling and fingers	Nessy Learning
White Rose Maths	White Rose Education
White Rose Science	White Rose Education
Accelerated Reader Programme	Renaissance
Talk Boost	Speech and Language UK

Service pupil premium funding

How our service pupil premium allocation was spent last academic year

Last academic year funding was used to provide a fortnightly group session which was run by the school ELSA. The focus of these sessions was to share experiences of being a child within a force's family, support pupils during parental deployment, the creation of memory books during parent deployment, playing games to support social skills and also address any specific pupil concerns. One-to-one work was also provided to individual pupils if required.

The ELSA has been able to use a variety of resources provided by forces websites such as:

[Support for Service children | Wellbeing | Grants < RAF Families Federation](#)

[Support for Service Children | Campaigns | Royal British Legion](#)

The impact of that spending on service pupil premium eligible pupils

The group enjoyed meeting each fortnight and have been very positive about the opportunities to share experiences with other pupils. The ELSA stated that the interactions and discussions amongst the pupils improved during the year, and they became more comfortable in opening up about issues that they might be facing them inside and outside of school. They also enjoyed spending time creating memory books for parents who may be on deployment, so they didn't miss out on important times in the pupil's life while they were away. The group will continue for the upcoming 2026/2027 academic year.

Further information:

Additional activity

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

- Embedding more effective practice around feedback [EEF evidence on feedback](#) to support progress and pupils reaching greater depth. (Intended outcomes 2 and 6)
- Access to the RWI phonics portal and quality assurance visits to provide additional CPD, assessments, intervention support and action planning following school visits. (Intended outcome 5).
- Employment of an additional pupil welfare manager who will have a focus on attendance, especially those pupils who are disadvantaged and persistently absent. (Intended outcome 1)
- Training of an additional ESLA to provide small group and one to one intervention for disadvantaged pupils facing social and emotional difficulties. (Intended outcome 4 and 5)
- Purchase and introduction of Ready Steady Write curriculum across the school to support intended outcome 5 and increase the number of pupils reaching greater depth in writing. (Intended outcome 5)