

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2025 academic year) 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:	Parley First School
Number of pupils in school	309
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	9/12/2025
Date this statement was authorised	8/12/25
Date on which it will be reviewed	December 2026
Pupil premium lead	John Bagwell Headteacher
Governor / Trustee lead	Nick Yarr

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,995
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	£49,995

Part A: Pupil premium strategy plan

Statement of intent

Statement of Intent

At Parley First School, our core purpose is to ensure that every pupil, regardless of background or starting point, has equitable access to high-quality education and achieves at least in line with age-related expectations.

We are committed to delivering consistently excellent teaching and a well-structured curriculum that secures strong foundational skills in literacy, numeracy, and communication. Alongside academic achievement, we prioritise pupils' emotional well-being, resilience, and self-regulation, enabling them to engage confidently with learning and develop as well-rounded individuals.

*Our strategy is underpinned by the **Education Endowment Foundation (EEF) Pupil Premium Guide**, which informs our evidence-based approach. We adopt the EEF's tiered model—**high-quality teaching, targeted academic support, and wider strategies**—to ensure that interventions are purposeful, impactful, and sustainable. This approach supports recovery, closes attainment gaps, and promotes inclusion for all learners, particularly those who are disadvantaged or vulnerable.*

Challenges

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

Challenge number	Detail of challenge
1	National attendance data over time shows that the attendance of disadvantaged pupils is significantly lower than all pupils. In 2024-25 whole school attendance was 3.6% lower for the disadvantaged group (91.4% compared to 95%). Whilst 10.9% of the school were Persistently Absent (PA) in 2025, 34% of disadvantaged pupils were PA in the same period. Although attendance overall has improved since 2023-2024, there was no statistically significant improvement in overall attendance gaps between disadvantaged pupils and their peers. This, alongside attainment and progress data, makes it clear that attendance is negatively impacting the learning of disadvantaged pupils.
2	Assessments and observations of professionals show that underdeveloped oral language and vocabulary are significant barriers to attainment and progress. These deficits are usually more common for disadvantaged pupils and are evident across the school. On entry to Reception in 2025, % of pupils have a SALT need. Oral language deficit is much more evident in disadvantaged children where 50% have been identified as having clear or slight concerns, compared with 16% of nondisadvantaged children.
3	Assessments in year 1 phonics show that disadvantaged children do less well with phonics and early reading skills compared with that of their peers. In 2025, we made some progress in bridging this gap. In 2025, 84% of pupils met the expected standard, compared to 71% of disadvantaged pupils. This needs to be the focus for this year and projected outcomes for 2026 with higher proportion of pupils identified as having SEND.
4	There is a higher proportion of children at the school with an identified SEND need or having an EHCP. 22% of children who are identified as Pupil Premium have an EHCP compared to 3.5% nationally and 20% of Pupil Premium have an identified SEND need compared to 14% nationally. This is significant difference and an area provides significant challenge to close the gap in attainment.
5	Attainment in Reading of Pupil Premium children at the end of Year 4 when the children leave the school is slightly below average using NFER assessments as a standardised measure.

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
<p>Improve attainment of all Pupil Premium children identified as having a Special Educational Need.</p>	<p>Attainment at the end of each year clearly shows attainment of Pupil Premium children is in line with age related expectations. Those children who are also identified as having Special Educational Need have made at least good progress.</p>
<p>Pupil Premium pupils make better than expected progress and meet age related expectations by the time they leave the s in Reading and Multiplication Checks</p>	<p>Individual Year group data shows a clear picture of attainment within individual year groups across the school. End of year data using NFER and Optional SATS data will be used as a measure of attainment with Pupil Premium children being at least in line with age related expectations.</p>
<p>Gaps in knowledge and skills are identified and support is put in place quickly to reduce any gaps in knowledge and/or skills.</p>	<p>Gaps in knowledge are clearly identified and direct teaching ensures that gaps are filled either through one to one support or group intervention strategies.</p>
<p>Attendance for Pupil Premium children is above 95% for all pupils</p>	<p>Attendance is above 95% for all pupil premium children and where there are exceptions these are clearly identified and proportionate.</p>

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: £17,789

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide mentoring time for Pupil Premium children across the school	Based on Education Endowment Foundation research that one to one support has the highest impact for children	1,2,3,4,5
To raise attainment of Pupil Premium children that have SEND needs through targeted tutoring	EEF research demonstrates the impact of targeted support for children with SEDN needs using the 'Five a day' principle https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	4,5
Target parent engagement for disadvantaged children in reception. Parent workshops and follow up with targeted families aim at encouraging parents to talk with their children.	The EEF reports that parental engagement approaches have a positive impact on a child's progress in reception. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	2
To provide individualised instruction for Pupil Premium children to close the Reading Attainment gap	Using EEF Individualised Research to close the attainment gap. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	5

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

Budgeted cost: £42,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific specialist intervention strategies using Specialist teaching	As above, although this is high cost it is also high impact on pupils	1,3,5
Highly effective pastoral support including the appropriate use of targeted Therapies to improve emotional literacy and resilience	There is clear evidence that children who are in a calm emotional state will learn better than those who are not. We feel it is important for our children to receive this emotional support in order to improve their learning capacity in the classroom. We also use a Forest School approach across the school targeting Pupil Premium and SEND children	1

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

Budgeted cost: £26,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Deputy Head teacher and Pastoral Lead to identify and support families either through direct intervention or in partnership with Social Care Early Help Teams to identify attendance issues</i>	Attendance at school on a daily basis will ensure no further gaps in knowledge or skills develop. It also ensures that interventions can be implemented	1

Total budgeted cost: £87,139

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 2022 to 2025 academic year.

In order to analyse the performance of our school's disadvantaged pupils during the previous academic year, we have drawn on both our internal self-evaluation processes and standardised assessment data. When comparing the performance of disadvantaged pupils to non-disadvantaged pupils in the 2025 phonics assessment, data shows that disadvantaged pupils did less well than non-disadvantaged pupils. % of disadvantaged and % of non-disadvantaged pupils met the required standard. Although the result for disadvantaged is lower, they performed well-above the national result of %. Overall, % of disadvantaged pupils achieved the expected standard in all three subjects (reading, writing and maths). This is % above the national average. Similarly, % of disadvantaged pupils achieved the greater depth standard in all three subjects, which compares favourably to the national average of %. These results reflect the fact that the provision in place enabled them to fulfil their full potential. Additionally, across all subjects, most disadvantaged pupils met or exceeded their FFT targets in the 2024 assessment. This shows there has been a significant shift in closing the attaining gap in this cohort of children. Many pupils in receipt of pupil premium received additional tutoring to support their reading and maths progress, which led to these improvements. We have also drawn on school data to assess the wider issues impacting disadvantaged pupil's performance, including attendance. Attendance outcomes did not improve consistently across the school to the level we would have wanted for disadvantaged children. This led to the further development and implementation of the emotional based school avoidance plan to further support children going forward and remains a key area of improvement. A Parent Support Worker has also been employed to work closely with families, where attendance remains a challenge, offering targeted support. Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2025 as stated in the Intended Outcomes section above. Our evaluation of the approaches delivered last academic year indicates that we need to continue developing high quality teaching and learning across the school, including the effective use of additional staff and IT. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

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
Lifeboat Reading and Spelling Recovery	Robinswood Press
Century Tech	Century
Number sense	https://numbersensematics.com/