

Pupil premium strategy statement 2025

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	Parkgate Junior School
Number of pupils in school	239
Proportion (%) of pupil premium eligible pupils	13.5% National Average 25.7%
Academic year/years that our current pupil premium strategy plan covers	2025 - 2027
Date this statement was first published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Sarah Pipe
Pupil premium lead	Sally Croxford
Governor lead	Julie Rolls-Harper/ Ajit Bansal

Funding overview

Detail	Amount: 2025-26	Amount 2026 - 27	Amount 2027 - 28
Pupil premium funding allocation this academic year	£51 110		
Recovery premium funding allocation this academic year	n/a		
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0	£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	£51 110		

Part A: Pupil premium strategy plan

Statement of intent

Our Commitment to Every Child at Parkgate Junior School

At Parkgate, we believe every child deserves the chance to thrive, feel valued, and reach their full potential. **Some children face extra challenges along the way, and we are dedicated to providing the right support to help them succeed.**

Each year, the Government provides schools with Pupil Premium funding. This money is given to help schools support children who may be facing disadvantage or other barriers to learning. For the 2025–26 school year, Parkgate Junior will receive £51,100 in Pupil Premium funding. The amount is based on the number of children eligible for this support, which is £1,525 per pupil (or £2,630 for pupils in care or who have been adopted).

Parkgate Junior is a two-form entry primary school with 239 pupils on roll. At the moment, 32 pupils (13.3%) are eligible for Pupil Premium, which is below the national average.

We carefully plan how to use this funding to make the biggest difference for our children. Using research from the Education Endowment Foundation (EEF) and our own understanding of our pupils by talking to them about what really helps, we design support that meets the specific needs of each class and child. This might include individual learning support, group work, or wider projects that help everyone in the class to flourish.

Our Attendance for our Pupils Pupils in Receipt of the Pupil Premium Grant is currently 95.4% which is significantly above National Average.

The Department for Education advises that this grant isn't a personal budget for each child but can be used flexibly to benefit a range of pupils. This means we can use it:

- To support other children who may have similar needs, such as those with a social worker or who take on caring responsibilities.
- For whole-class or whole-school activities that build confidence, improve learning, and support wellbeing for all.

- For looked-after children, with additional funding managed by the local authority.

At Parkgate, we know that every child’s story is unique. Every child and family want a brilliant future. There is no single approach that works for everyone, so we tailor our support carefully. Each child receiving Pupil Premium funding has an individual plan that focuses on their strengths and needs.

Above all, we want every Parkgate child to feel inspired, confident, and ready for a successful future. Our staff are committed to breaking down barriers and helping every child—no matter their background—shine brightly.

For more information about Pupil Premium funding, you can visit the Government’s website:

<https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

Challenges

Through talking to Staff, pupils and parents - This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Every child should feel inspired to dream about their future. For children who receive Pupil Premium funding, we are focused on helping them see the possibilities ahead and giving them the tools to achieve their goals. Through encouragement, guidance, and opportunities to practice real-life skills, we want to show them that their aspirations are within reach. Dreams can become reality.
2	Children that receive Pupil Premium funding often begin their Maths learning at a lower level than many of their classmates. This doesn’t mean they can’t succeed – it simply means they may need extra support and encouragement to catch up. Our goal is to help them make accelerated progress in Maths, so that over time the difference in attainment between them and other pupils becomes much smaller.
3	In 2024–25, 86% of children receiving Pupil Premium funding reached the expected standard in Reading – higher than the national average. To make sure this success is sustained, we are supporting children with targeted teaching, additional support, and opportunities to practice relevant tasks.
4	Some children find play more difficult, especially when it comes to using imagination or play skills. Because play is such an important

	way to learn communication and problem-solving, these challenges can sometimes affect behaviour and friendships. We are working to support children in developing these skills by participating in the OPAL (Outside Play and Learning) programme.
5	Pupils have equal access to technology because they are able to borrow laptops and chromebooks to take home. We make sure our staff have the training to support pupils

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
Developing aspirations to enable children who are in receipt of Pupil Premium funding to have dreams for the future and understand how they can develop these real life skills.	<ul style="list-style-type: none"> ● Pupils can talk confidently about possible jobs they might like in the future. ● Pupils can explain what skills they are good at and which skills they want to improve. ● Pupils take part in aspiration-building activities (visits, visitors, clubs) and can say what they learned from them. ● Pupils set simple, achievable goals and review them regularly with an adult. ● Our Staff can show evidence that Pupil Premium pupils are engaging in enrichment, leadership, and skill-building opportunities such as Digital Leaders, School Council, Clubs, Eco-ambassadors and STEM activities ● Pupils speak confidently in public, developing their speaking skills.

Pupils' progress in Maths falls significantly below that of All pupils in our school. Starting points in PPG children are on average lower than All pupils and so accelerated progress will need to be made in order for the attainment gap to be made smaller.

- Maths attainment is at or above National Average - through having secure understanding of basic number skills (number bonds, times tables, place value).
- Pupils can apply these skills confidently in reasoning and problem-solving tasks.
- Pupils can explain how they solved a problem using the correct mathematical vocabulary.
- Work in books and assessments shows progress (for example: more pupils moving from working towards to expected, or expected to greater depth) which demonstrate this gap narrowing
- Teachers use regular assessment to give PPG pupils precise next steps, including personalised LbQ tasks, and these can be seen in pupil progress meetings.
- The attainment gap between PPG and All pupils decreases during the year so that it shows a narrowing of the attainment gap. to be above national levels.

<p>Pupils progress in Reading is significantly below the National average. PPG Pupils in 2024/25 achieved 86% at ARE - this is higher than national, however - the progress scores continue to be an area of focus to support this to sustain attainment</p>	<ul style="list-style-type: none"> ● Pupils read regularly, with increasing stamina. This is evident in reading records or school systems. ● Pupils use decoding skills efficiently and apply taught strategies in phonics catch up sessions and in Reading Fluency (segmenting, blending, re-reading). ● Pupils can explain what they have read (comprehension, inference, prediction). ● Assessments show improving progress scores for PPG pupils. ● Teachers provide targeted reading interventions, and intervention records show measurable improvement. ● Book looks and pupil voice show that children are becoming more confident, fluent, and enthusiastic readers.
<p>Some of our children do not have playskills or imagination when playing. The communication involved and problem-solving that goes with this can cause problems with behaviour and friendships.</p>	<ul style="list-style-type: none"> ● OPAL playground set up will give pupils skills to work cooperatively during play (taking turns, sharing equipment, using calm words). ● Pupils have fun on the playground and come back into class ready to learn. ● Pupils can use imaginative ideas during play (creating roles, inventing stories, planning games). ● Pupils can solve small disagreements using taught strategies (e.g., “Use your words”, “Find a way that you both agree on”). ● There will be fewer behaviour incidents linked to playtime or group play.

	<ul style="list-style-type: none"> ● Pupils can explain what good play looks like and name strategies for working well with others. ● Structured play sessions show evidence of progression, e.g., children joining in group games who previously avoided them.
<p>To ensure that pupils have access to technology and any remote education through both actual devices and understanding of virtual platforms – including for homework and home learning opportunities.</p>	<ul style="list-style-type: none"> ● All PPG children will be able to borrow Chromebooks and will be supported to access home learning with Class teacher or TA support. This is currently in its 5th year of operation and is a scheme open to all pupils (not just those in receipt of PPG funding). This is something we plan to extend as funding allows. ● Pupils can use basic digital tools (logins, online learning platforms, typing, using tools that support writing and other subject areas). ● Staff can identify barriers quickly (lack of devices, poor wifi, lack of confidence) and set short-term digital skill targets. ● Pupils and families know how to access and complete online homework or remote tasks. ● Staff receive training and feel confident using digital platforms including LbQ, Canva, Charanga, Purple Mash; this is shown in lesson observations or CPD records. ● Pupil voice and Data shows increased engagement with home learning and reduced gaps between PPG and non-PPG 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: £4 964.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Feedback - including same Day interventions and small group support from class teacher or TA</i>	<p>Feedback is information given to the learner about the learner’s performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students’ learning. This can be verbal or written and can take the form of discussions</p> <p>Feedback EEF</p>	1,2,3
<i>Reading fluency and daily reading with a focus on vocabulary and understanding a range of text types</i>	<p>The average impact of reading comprehension strategies is an additional six months’ progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	3
<i>Whole school LILAC teaching to support language acquisition across all subjects. This supports vocabulary expansion in EAL pupils but benefits all pupils, especially where higher</i>	<p>What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential</p>	2 and 3

<p><i>level language is lacking.</i></p>	<p>impact of teacher professional development.</p> <p>LILAC research project <u>Integrating English EEF</u> <u>(educationendowmentfoundation.org.uk)</u></p>	
<p><i>Maths vocabulary focus in all classes to support pre-learning and preparation for future topics</i></p>	<p>EEF: Overall, the evidence base related to Reading is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial.</p>	<p>2</p>
<p><i>Real life and [practical experiences to enhance learning</i></p>	<p><u>Aspiration interventions EEF</u> <u>(educationendowmentfoundation.org.uk)</u></p> <p>To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment.</p>	<p>1</p>
<p><i>OPAL playground</i></p>	<p>There is a growing body of research to show outdoor play is critical to children’s social, emotional and academic development.</p> <p>Evidence shows that OPAL changes: improved play culture, diversified play spaces and behaviours, increased children’s enjoyment, reduced disruption, and supported staff goals for learning and social development</p> <p><u>The hard evidence: the OPAL Primary Programme works – Outdoor People</u></p> <p><u>Research & evidence - Outdoor Play and Learning</u></p>	<p>4</p>
<p><i>Enrichment projects such as Erasmus, International Award</i></p>	<p><u>Aspiration interventions EEF</u> <u>(educationendowmentfoundation.org.uk)</u></p> <p>Some studies have shown that most young people already have high</p>	<p>1</p>

<i>activities, DRUM and Age UK</i>	aspirations, suggesting that much underachievement results not from low aspiration but from a gap between aspirations and the knowledge, skills, and characteristics required to achieve them.(EEF) - focus will thus be on the skills needed for their aspirational futures	
<i>Book Study Method – staff training to support long term retention and curriculum reinforcement</i>	Pupil Book Study, Alex Bedford (2021) John Catt Educational Limited 'Pupil Book Study thoroughly and systematically examines the lived experience of children, over time, in a class.'	3, 2

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

Budgeted cost: £34 511.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Creating an audit of barriers according to both Pupils voice and Parental concerns. OPAL pre-project survey and parental survey to be completed at Feb 2026 Parents evening</i>	<u>Barriers to learning for disadvantaged groups (publishing.service.gov.uk)</u> The barriers to learning experienced by adults are multi-layered and interrelated. Interventions seeking to engage adults in learning should therefore seek to address more than one type of barrier <u>Using pupil premium EEF (educationendowmentfoundation.org.uk)</u> For there to be clear sequences of learning that build effectively on prior experience and quickly identify need and solutions.	1,2,3
<i>Small group support for Reading and</i>	EEF: Targeted small group and one-to-one interventions have the	3

<p><i>phonics provided by TAs.</i></p>	<p>potential for the largest immediate impact on attainment. EEF trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils' progress.</p>	
<p><i>One to one tutoring for all PPG children with either Maths focus or Reading skills</i></p> <p><i>One to one sessions in year 5 and 6 to include weekly academic mentoring opportunities.</i></p>	<p>EEF: Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. EEF trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils' progress.</p> <p>Feedback EEF -This feedback can be verbal or written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers</p>	<p>2 and 3</p>
<p><i>Mentoring support for behaviour difficulties in class – linked to self esteem and learning</i></p>	<p>Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Recommends personal feedback and discussion and references actionable feedback.</p>	<p>3</p>
<p><i>Targeted daily Readers and Reading fluency</i></p>	<p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.</p> <p>Reading Fluency Groups in all year groups also include pupils who are not in receipt of PPG funding.</p>	<p>1</p>

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

Budgeted cost: £ 13 552.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wellbeing support programmes in all classes including Watford Football Club sessions in year 6, mindfulness lessons and wellbeing work in years 3,4 and 5</p> <p>Brain buddies and ELSA support groups now working within year 4 and 5 to support emotional regulation as well as small group Emotional language support groups.</p>	<p>Self-regulated learners apply metacognitive strategies to their learning. They demonstrate self-regulation by managing their motivation, thoughts and behaviour to set goals, monitor working, reflect and review progress.</p> <p>Metacognition and self-regulation EEF</p>	<p>1,4</p>
<p>Staff use of attachment aware strategies for pupils with unmet attachment needs and trauma. This also includes zones of regulation work in all classes and support from the MHST within school to support pupils with self-regulation.</p>	<p>Metacognition and self-regulation approaches support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning.</p> <p>Metacognition is the learner's ability to be aware of, reflect on, and direct their thinking.</p> <p>Metacognition and self-regulation EEF</p>	<p>1,4,</p>
<p>Creating subsidized experiences to enhance academic learning, create</p>	<p>Aspiration interventions EEF (educationendowmentfoundation.org.uk)</p> <p>To meet their aspirations about careers, university, and further education, pupils</p>	<p>1, 5</p>

<p>aspirations and give children opportunities to excel in areas they might not otherwise have access to. Trips and experiences subsidized to give opportunities to excel, engage and aspire.</p>	<p>often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment.</p>	
<p>Arts participation Opportunities for pupil involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture.</p>	<p>Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task.</p> <p>This is also something planned for the outdoor spaces as we make changes with OPAL development to promote a range of dance, drama, art, painting, music and collaborative projects</p> <p>Arts participation EEF</p>	<p>1, 4</p>
<p>Access to school counsellor – for a range of reasons including unmet attachment needs, bereavement and anxiety.</p>	<p>In order to promote positive mental health, it is important that schools have an understanding of the protective factors that can enable pupils to be resilient when they encounter problems and challenges. The role that schools play in promoting the resilience of their pupils is particularly important for children with less supportive home lives, who may not have a trusted adult they can talk to.</p> <p>Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK</p>	<p>1</p>
<p>Chromebook loan scheme specifically targeted at PPG children – all will be offered this as a way</p>	<p>Technology can provide access to additional resources and opportunities for additional learning time, often recording progress and providing feedback to pupils so that they can progress independently.</p>	<p>5</p>

<p>to minimise the digital divide</p>	<p>EEF_Digital_Technology_Guidance_Report.pdf</p> <p>Lack of access to suitable technology was given as a reason for poor student engagement</p>	
<p>Attendance support through specific activities and incentives. This will be done with all pupils who fall below the 93% attendance figure or those who have issues with late attendance. This will include breakfast clubs and afterschool club subsidies.</p>	<p>DFE: Missing school for just a few days a year can damage pupils' chances of gaining good GCSEs, according to a new report published by the Department for Education Working together to improve school attendance - GOV.UK</p>	<p>1.2.3.4</p>
<p>Protective behaviours support to be done with individuals who need this – As recommended through CP concerns</p>	<p>In order to promote positive mental health, it is important that schools have an understanding of the protective factors that can enable pupils to be resilient when they encounter problems and challenges. The role that schools play in promoting the resilience of their pupils is particularly important for children with less supportive home lives, who may not have a trusted adult they can talk to.</p> <p>Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK</p>	<p>2, 3,4,5,</p>

Total budgeted cost: £ 53 027.00

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/ 25 academic year.

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Externally provided programmes – n/a

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

Service pupil premium funding – n/a

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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

