

# Pupil premium strategy statement for Parsons Down Partnership of Schools 2024-2027

This statement details our school's use of pupil premium for the 2025 to 2026 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	
School name	Parsons Down Partnership of Schools
Number of pupils in school	226
Proportion (%) of pupil premium eligible pupils	15.5% (35 pupils)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2024-2027
Date this statement was published	Jan '26
Date on which it will be reviewed	Nov '26
Statement authorised by	Catherine Bull
Pupil premium lead	Catherine Bull
Governor / Trustee lead	Rhys Morgan

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,840
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3,290
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£86,130

# Part A: Pupil premium strategy plan

## Statement of intent

At Parsons Down Partnership, we believe in the importance of good quality teaching together with an ethos of high ambitions for all pupils and especially for those pupils identified as disadvantaged. We place great value on the social and emotional needs of our pupils and we work hard to support them. Indeed, without these basic foundations we know children will not be able to learn effectively and standards will not be raised.

**Our vision is supported by six key successes and a number of key principles:**

- Strong leadership, culture and values, underpinned by the understanding that a great education is far more than meeting accountability targets.
- High expectations of all pupils, regardless of background or challenge to learning.
- A clear understanding of the challenges to learning vulnerable learners face. A focus on the importance of good adult-pupil relationships as well as a relentless drive to overcome challenges.
- Targeted strategies that prioritise access to the highest quality teaching and focus on pupil need.
- A reflective, evaluative culture, where data and evidence is used intelligently for improvement.
- A recognition that the highest level of accountability is to pupils and their families and that sense of accountability for all pupils is shared across the school, with all stakeholders.

## Principles

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- We monitor and evaluate our Pupil Premium spending, avoid spending it on activities that have little impact on achievement, and spend it in ways known to be most effective.

At Parsons Down Partnership we have agreed a 'Partnership Pledge' to support our disadvantaged pupils.



## Our Partnership Pledge to our disadvantaged pupils

- For all staff across the Partnership to know who these pupils are
- To provide these pupils with positive daily interactions with adults
- To provide consistently high expectations and high levels of challenge
- To engage the parents of these pupils – learn about family circumstances and offer friendly support

**Ultimately we want to make a real difference to the lives of these pupils**

## 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 indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils and historically has increased year on year.</p> <p>Disadvantaged pupils were more likely to be persistently absent from school (attendance less than 90%)</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' wellbeing, confidence and progress.</p>
2	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. This has resulted in lack of readiness to learn and lower levels of resilience. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
3	<p>Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
4	<p>Our assessments, data analysis of published outcomes, including comparison to national averages and observations indicate that the education outcomes for some of our disadvantaged pupils continue to be lower than for other pupils. These findings are supported by national studies. In particular, those pupils achieving a Good Level of Development (GLD) at the end of Early Years Foundation Stage (EYFS) and in 2024-25, the end of Key stage 2 outcomes. We have successfully closed the gap in phonics results and the Year 4 multiplication check (MTC) but this needs to continue to be a focus.</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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high levels of attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>➤ A minimum overall attendance rate for disadvantaged pupils being over 95%, with year on year improvements.</li> <li>➤ Number of PPG pupils classed as persistent absentees will have reduced by 50%, with year on year improvements.</li> <li>➤ Ensuring Family Support Worker has regular contact with key families to enable strong communication.</li> <li>➤ School and families engaging with internal and external specialist support to give key children additional support to help address underlying issues.</li> </ul>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>➤ qualitative data from student voice, student and parent surveys and teacher observations</li> <li>➤ a significant reduction in bullying and incidences of poor behaviour</li> <li>➤ a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
Improved oral language skills and vocabulary among disadvantaged pupils	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
Improved attainment in reading and writing and maths among disadvantaged pupils.	<p>Outcomes in 2024/25 show a 3 year rising trend and a reduction in gap with national average for disadvantaged pupils achieving:</p> <ul style="list-style-type: none"> <li>➤ GLD at the end of EYFS</li> <li>➤ Year 1 Phonics screen and Y2 retake</li> <li>➤ Year 4 Times Tables check</li> <li>➤ ARE in reading, writing, SPaG and maths at the end of KS2</li> </ul> <p>All strategies will take into account pupils need. In particular those pupils with multiple and complex challenges.</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: £25,256.44

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maximising learning through high quality CPD	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. Our CPD programme matches evidence informed approaches in the EEF</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p> <p>Implement research evidenced in NPQs and ECT frameworks e.g. Rosenshine, Cognitive Load Theory, Retrieval Practice and WalkThrus.</p>	1,2,3,4
Creation of a vocabulary rich environment.	<p>Disadvantaged children are exposed to and encouraged to use new words in every area of learning.</p> <p>Include vocabulary from the whole school approach to extending vocabulary document. Rich vocabulary has a powerful impact on learning - Huntington Research School (EEF partner) Evidence shows that vocabulary is one of the significant factors that proved relevant to children achieving grade A*- C in Maths, English language and English literature (Spencer, Clegg, Stackhouse &amp; Rush 2017) - Closing the Vocabulary Gap by Alex Quigley. Again, we also use the EEF toolkit Similarly with Oral Language intervention e.g.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	3,4
Enhancement of our maths teaching and curriculum planning.	<p>In line with DfE and EEF guidance, we will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches</p>	4

	<p><a href="https://educationendowmentfoundation.org.uk/early-years/evidence-store/early-mathematics">https://educationendowmentfoundation.org.uk/early-years/evidence-store/early-mathematics</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p>	
Rigorous teaching of phonics, focusing particularly on analysing this group and providing additional intervention to improve outcomes.	<p>EEF states that Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	4

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

Budgeted cost: £ 32,468.70

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional one-to-one or small group reading sessions for disadvantaged children, whose reading ability is below the expected level. For example: phonics intervention, daily reading, reading comprehension sessions.	<p>Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils' success. High quality and timely intervention and support from ESAs and teachers is vital to ensuring children make accelerated progress in their learning. We want pupils to keep up rather than catch up.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	2,3,4
Interventions to improve	Oral language interventions can have a positive impact on pupils' language skills. Approaches that	3,4

<p>listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. For example: conversation, turn taking and listening skills; Drawing Club, Colourful Semantics – talking in full sentences; following speech therapist guidance.</p>	<p>focus on speaking, listening and a combination of the two show positive impacts on attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	
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## **Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 24,924.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
A relentless focus on supporting children to attend school regularly and on time.	<p>The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is essential for pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances. The pupils with the highest attainment at the end of key stage 2 have higher rates of attendance over the key stage compared to those with the lowest attainment. At KS2, pupils not meeting the expected standard in reading, writing and maths had an overall absence rate of 4.7%, compared to 3.5% among those meeting the expected standard.</p> <p><a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a></p>	1,2,3,4
Employment of specialised	The Education Endowment Foundation Toolkit states that targeted interventions to improve behaviour and	1,2,4

ESAs to support disadvantaged pupils This includes: an HLTA for set up and run our Nurture provision, The Pod, ELSA and wellbeing groups.	emotional well-being average at least 4 months additional progress a year, with frequent sessions having the most benefit. According to the DFE pupils who receive Free School Meals are most at risk of behavioural issues so this support is vital for ensuring their continued attendance and success within our school. It also benefits the wider school community by ensuring the whole class are able to learn uninterrupted by behaviour issues that may occur. <a href="https://www.nurtureuk.org/reports/the-eef-toolkit-and-nurture-groups">https://www.nurtureuk.org/reports/the-eef-toolkit-and-nurture-groups</a>	
Family Support Worker employed	<p>EEF state that parental engagement has a positive impact on average of 4 months' additional progress. They state it is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>We have seen an increased and sustained demand from parents for support. Our Family Support Worker has worked hard to foster and maintain good links with parents and supporting children. The involvement of our Family Support Worker is also essential for helping us combat attendance issues.</p>	1,2
SEAL Club	Many of our pupils struggle with interacting during lunchtimes. We will introduce SEAL club to provide a structured and supportive environment to promote co-operative play and support pupil behaviour and wellbeing.	1,2,3,4
Subsidised cost of residential and school trips	<p>Many of our children only go away from home during the school residential. It is essential for their own wellbeing that they experience different settings to widen their knowledge of the world.</p> <p>This has a direct impact on their ability and attitude to their learning. It builds confidence and resilience.</p>	2

**Total budgeted cost: £ 82649.65**

## 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.

#### To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

In 2024-25

- At **Parsons Down Infant School** overall attendance saw a relative decline and went from above national in 2023-24 to below national. The gap was 3.4% below national.
- Our **disadvantaged** absence rates were hard to compare to previous years due to a small cohort size of 5 pupils. However, the trend is of significant decline with a significant gap to national opening up and all PPG pupils were persistently absent and this needs to be addressed in 2025-26 to reverse this trend.
- At **Parsons Down Junior School** attendance was more positive. Overall attendance continued the 3 year trend of improvement and was close to national.
- Our **disadvantaged** absence rates were also positive and continued the 3 year trend of improving and were close to national average. The persistent absence rates were also close to national. This does need to be monitored closely as there was a small gap opening up between national improvements and school improvements. The IDSR does note that there were above average rates of SEND in the cohort.

#### To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils

- PPG pupils have been supported to attend after school clubs, sporting competitions and residential trips which has positively impacted on confidence and well-being.
- Our team of trained ELSAs have continued to support children through both and wellbeing groups which were introduced to increase capacity.
- An HLTA has been employed to develop a nurture provision, The Pod, to increase our capacity to support vulnerable pupils, including PPG pupils.
- The whole school curriculum continues to provide opportunities to acknowledge and support pupil well-being.
- Suspensions at the infant school in 23-24 were significantly above the national average for both all pupils and PPG. In 2024-25 school analysis shows that suspension in the infant school did decrease and we narrowed the gap with national.
- Suspensions at the junior school in 2023-24 were also significantly above national for both all pupils and PPG. In 2024-25 school analysis shows that suspensions continued to be high, despite support from AP providers such as I College (we supported 2 PPG pupils to attend) This needs to be addressed in 2025-26.

#### Improved oral language skills and vocabulary among disadvantaged pupils

The curriculum has embedded opportunities to develop oral language skills through the language of learning gems, sustained shared thinking in EYFS and Year 1 and opportunities

for pupils to share their thoughts and ideas across the curriculum. Drawing club has been developed throughout the year in EYFS and has been introduced in Year 1 to support language acquisition, colourful semantics is being used to support vulnerable pupils in Year 1 and Year 2. The development of oracy remains a focus of teaching and learning. We have revised our reading and writing curriculum to closely match our wider curriculum and have reviewed the texts we are using to improve language acquisition and address gaps in prior knowledge and vocabulary.

### **Improved attainment in reading and writing and maths among disadvantaged pupils.**

In 2025-26

#### **At Parsons Down Infant School:**

- 60% achieved a good level of development at the end of Foundation Stage, an improvement on the previous year but still below national (gap of 8.3%) 33.3% of disadvantaged students achieved GLD compared to 51.3% nationally. This is the equivalent of 3 fewer pupils in your school achieving a good level of development compared to the national average and we have not been able to close the gap. This needs to be addressed in 2025-26.
- 97% of Year 1 pupils passed the phonic screen compared to 80% nationally. 100% of disadvantaged students passed compared to 66.9% nationally. The combined Y1/2 pass rate was 87.5% passing compared to 74.9% nationally. 66.7% of disadvantaged students passed compared to 60.9% nationally. These figures have been significantly impacted by the fact that no children in Y2 passed the re-take and 2 out of 3 were PPG pupils. We need to focus on the reading journey post phonics to ensure that a gap does not open.

#### **At Parsons Down Junior School:**

- In the MTC, the average mark increased to 21.8 compared to 21.1 nationally and a three year improving trend is clearly seen. The disadvantaged average score was 19.6 compared to 19.4 nationally. We managed to close the gap and results for disadvantaged pupils improved considerably.
- At the end of KS2, 38.6% of all pupils achieved the expected standard in reading, writing and maths compared to 62.2% nationally. This was a significant drop in attainment. The IDSR does not show that there were significantly higher % of SEND pupils in this cohort. 1.8% of pupils achieved the higher standard compared to 8.3% nationally. 11.8% of disadvantaged pupils achieved the expected standard in reading, writing and maths compared to 47.4% nationally. Again, this is a significant decline to the previous year.

As a Partnership we understand that the background of disadvantaged pupils is complex and we continue to assess, identify and target specific pupils and their needs. Rather than simply looking at them as a whole.

## 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

## Service pupil premium funding (optional)

*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?	na
What was the impact of that spending on service pupil premium eligible pupils?	na

