

The Park Schools Federation

Pupil Premium Strategy Statement

Academic year 2026/27

This statement explains how The Park Schools Federation uses pupil premium funding to improve educational outcomes for disadvantaged pupils. It is an annual update to the Federation's multi-year strategy and is intended to be clear for parents, governors and inspectors.

1. School and funding overview

Detail	Information
Current strategy period	2025/26 to 2028/29 (updated annually)
Pupil Premium Lead	Alex Sutcliffe/ Gavin Powers
Statement authorised by	Alison Hardwick (Chair of Governors)
Governor / Trustee lead	Jemma Copestake
Pupil premium allocation recorded in the current strategy document	£91,650 (infants), £138,930 (Juniors) £230,580- total pupil premium
Next formal review	December 2026, with in-year monitoring through the academic year

2. Statement of intent

At The Park Schools Federation, we are committed to high standards and strong outcomes for every pupil, regardless of background or circumstance. Serving a community with high levels of deprivation strengthens our determination to provide an ambitious, inclusive education in which disadvantage does not limit aspiration or achievement. Our PRIDE values - Perseverance, Responsibility, Integrity, Dream Big and Equity - underpin high expectations, inclusive practice and collective responsibility for outcomes.

Our strategy prioritises high-quality teaching, supported by targeted academic intervention and wider strategies that address barriers to learning. Decisions are based on assessment, diagnostic information, pupil and family voice, attendance information and evidence of what is most likely to improve outcomes. Provision is reviewed and adapted where impact is not strong enough.

3. Main barriers to educational achievement

Barrier	What we have identified
Attendance and persistent absence	Attendance for disadvantaged pupils remains just below that of non-disadvantaged pupils. The current strategy records 2025/26 attendance of 93.5% for disadvantaged pupils in the infants, with the overall figure standing at 94.3%. In the juniors, attendance for pupil premium pupils stand as 94% with the overall absence figure of 94.9%. Persistent absence in the infant school was 33.3% for disadvantaged pupils and 15.9% for non-disadvantaged. In the Junior school, it sits at 23.2% for disadvantaged and 15% for non-disadvantaged.

Barrier	What we have identified
Oral language and vocabulary	Assessments, observations and discussions identify underdeveloped oral language and vocabulary for many disadvantaged pupils. The strategy records 56% of disadvantaged pupils entering Reception below the expected standard in speaking and listening.
Reading and phonics	Many disadvantaged pupils begin school below age-related expectations in reading and are more likely to experience difficulty with phonics. The strategy records 85-89% of disadvantaged pupils entering Reception below age-related expectations in reading over the previous two years.
Mathematics	Internal and external assessment shows lower mathematics attainment for disadvantaged pupils. The strategy records 70-78% entering Reception below age-related expectations in mathematics over the previous two years.
Social, emotional and enrichment barriers	A significant proportion of pupils need additional nurture, pastoral or emotional support, and some have less access to enrichment opportunities outside school. These factors can affect readiness to learn, engagement, attendance and attainment.

4. How we will use pupil premium to overcome these barriers

Our spending follows a three-tier approach: high-quality teaching, targeted academic support and wider strategies. The rationale is that consistently strong classroom teaching has the greatest reach, while precise intervention and pastoral or attendance support address specific barriers that prevent pupils from benefiting fully from teaching.

Priority	Planned approach and rationale	Barriers addressed
High-quality teaching and staff development	Maintain and strengthen phonics, whole-class reading, oracy and mathematics teaching through CPD, coaching, subject leadership and high-quality resources. This includes Read Write Inc/Fresh Start, whole-class reading, Mastering Number and Success at Arithmetic. The approach is intended to improve day-to-day teaching for disadvantaged pupils and ensure gaps are identified early.	Oracy; reading/phonics; maths
Targeted academic support	Deploy trained teaching assistants and specialist staff for speech and language, NELI/ECaT, phonics, reading fluency, inference, daily reading, Mastering Number and Success at Arithmetic. Small-group and one-to-one provision is used where diagnostic assessment shows that pupils need additional, focused teaching.	Oracy; reading/phonics; maths
Nurture, pastoral and wellbeing support	Provide nurture provision, Zones of Regulation, Forest School, Lego Therapy, specialist nurture/wellbeing teaching, safeguarding/pastoral support and access to specialist therapeutic support where appropriate. The purpose is to improve emotional regulation, resilience, engagement and readiness to learn.	Attendance; wellbeing; engagement
Attendance	Embed DfE attendance expectations through clear procedures, trained attendance/support staff, early identification, communication with families, meetings and targeted support for pupils whose attendance or persistent absence is a concern.	Attendance and persistent absence
Enrichment and cultural capital	Prioritise access for disadvantaged pupils to visits, workshops, arts, music, sport, OPAL play, after-school clubs and other enrichment, including financial support where cost is a barrier. This is intended to broaden experience, strengthen engagement and aspiration, and ensure pupils are not excluded from wider opportunities because of disadvantage.	Wellbeing; engagement; cultural capital

5. How we will measure impact

Impact will be evaluated through a combination of attainment, progress, attendance and wider evidence. Leaders will triangulate quantitative data with lesson evidence, work scrutiny, pupil voice, staff observations and family

engagement. Where an intervention does not demonstrate sufficient impact, provision will be adapted, replaced or discontinued.

- Attendance and persistent absence: disadvantaged attendance, persistent absence rates, individual attendance trajectories and the gap with non-disadvantaged pupils.
- Oracy and vocabulary: Reception speaking and listening outcomes, diagnostic assessments, classroom engagement, pupil voice and formative assessment.
- Reading and phonics: phonics screening outcomes, reading fluency and comprehension assessments, internal attainment and end-of-key-stage outcomes.
- Mathematics: internal assessment, multiplication check outcomes, intervention entry/exit data and end-of-key-stage outcomes.
- Wellbeing and engagement: nurture/intervention records, Leuven-scale evidence where used, behaviour and engagement information, pupil/parent voice and successful reintegration into whole-class learning.
- Enrichment: participation rates for disadvantaged pupils in clubs, visits, sport, arts and wider opportunities, including whether financial barriers have been removed.

6. Review of the previous academic year - 2025/26

The Federation has reviewed the performance of disadvantaged pupils during 2025/26 using EYFS outcomes, phonics screening results, internal attainment and progress information, and end-of-key-stage outcomes. The evidence shows a mixed but improving picture. Outcomes for disadvantaged pupils are strongest by the end of Key Stage 2, where attainment and progress are broadly comparable with, and in some areas exceed, those of the whole cohort. However, attainment gaps remain in EYFS and Key Stage 1, particularly in Year 2, and these continue to inform the priorities within the strategy.

How the allocation was spent

During 2025/26, pupil premium funding continued to be directed through the Federation's three-tier approach: improving the quality of teaching, providing targeted academic support and addressing wider barriers to learning. Funded activity included professional development and curriculum work in oracy, reading, phonics and mathematics; targeted small-group and one-to-one intervention; nurture, pastoral and therapeutic provision; attendance support; and enrichment opportunities designed to reduce financial and participation barriers for disadvantaged pupils.

Effect of expenditure on pupils

Area	Evidence of impact in 2025/26
EYFS	In FS2, 53% of disadvantaged pupils were working at age-related expectations in reading, 53% in writing and 65% in mathematics, compared with 62%, 60% and 79% respectively for all pupils. Whole-cohort Good Level of Development was 53% in 2026. Outcomes for disadvantaged pupils at the end of EYFS therefore remain an important focus.
KS1 phonics	Year 1 phonics outcomes improved across the cohort to 73% in 2026, from 72% in 2025. By the end of Year 2, 84% of pupils had met the phonics standard. The Summer 2026 data supplied does not provide a separate disadvantaged phonics figure, so leaders will continue to monitor PP phonics outcomes closely and evaluate the impact of targeted support.
KS2 attainment	By the end of Year 6, 71% of disadvantaged pupils met age-related expectations in reading, 80% in writing and 83% in mathematics, compared with 76%, 80% and 81% respectively for all pupils. The gap was 5 percentage points in reading, closed in writing and reversed in mathematics, where PP attainment was 2 points higher than the whole cohort.
Greater depth	In Year 6, 14% of disadvantaged pupils were working at greater depth in reading, 14% in writing and 19% in mathematics, compared with 17%, 14% and 23% respectively for all pupils. Increasing the proportion of disadvantaged pupils reaching greater depth remains a next step, particularly in reading and mathematics.
Whole-school picture	The attainment and progress profile is stronger in the older year groups than in some younger cohorts. The Summer 2026 analysis identifies Year 2 PP

Area	Evidence of impact in 2025/26
	attainment and progress as an area requiring particular attention, while Year 6 PP outcomes demonstrate that disadvantaged pupils can achieve in line with, or above, their peers when barriers are successfully addressed.
Attendance	Attendance remains a key wider barrier. During 2025/26, disadvantaged attendance improved to 91.7% in the infants and 93.8% in the juniors; junior whole-cohort attendance was 95.2%. Although the gap has narrowed, disadvantaged attendance remains below the school average and continues to require targeted monitoring and support.

Overall evaluation: the 2025/26 evidence demonstrates strongest impact by the end of Key Stage 2. Year 6 disadvantaged pupils achieved 71% in reading, 80% in writing and 83% in mathematics at the expected standard, with writing matching the whole cohort and mathematics exceeding it. Expected-or-better progress for disadvantaged pupils was also strong in Year 6 at 86% in reading, 97% in writing and 91% in mathematics. The evidence is less secure in the younger year groups: Year 2 disadvantaged attainment remains low, and FS2 outcomes are below the whole cohort. The Federation will therefore maintain a strong focus on early language, phonics, reading and mathematics, while continuing to monitor attendance and ensure that successful practice evident at the end of KS2 is translated consistently across the school.

7. Review and governance

The strategy will be monitored throughout the year by senior leaders and the Pupil Premium Lead, with governors scrutinising spending, implementation and outcomes. The website statement will be formally reviewed and updated by December 2026, and thereafter annually, so that current spending and the impact of the previous academic year are clearly reported.