

# Pupil premium strategy statement – Park Hall Academy

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	457
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	<b>2025/26</b> 2026/27 2027/28
Date this statement was published	December 2025
Date on which it will be reviewed	July 2025
Statement authorised by	G Frost
Pupil premium lead	J Preston
Governor / Trustee lead	R James

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 104, 822
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£104, 822

# Part A: Pupil premium strategy plan

## Statement of intent

At Park Hall Academy, we want the very best for every child, regardless of background. We believe all children are on a unique learning journey and deserve to be nurtured as **little people with the biggest dreams**, supported every step of the way. Our aim is to create an environment where every learner feels valued, inspired, and empowered to achieve their full potential—academically, socially, and personally—through equitable access to high-quality teaching and tailored support.

### *How Our Strategy Works Towards These Objectives*

*Our approach aligns with the EEF's tiered model and the DfE's menu of approaches:*

#### **1. High-Quality Teaching**

*Research shows that improving teaching quality has the greatest impact on disadvantaged pupils (EEF Teaching and Learning Toolkit). We prioritise professional development, curriculum coherence, and explicit teaching of writing skills (Intent 1a–c in our School Development Plan).*

#### **2. Targeted Academic Support**

*We use evidence-based interventions such as **oral language development, reading comprehension strategies, and metacognitive approaches**, which the EEF identifies as high-impact for disadvantaged learners (+6–7 months progress).*

#### **3. Wider Strategies**

*Attendance, behaviour, and social-emotional learning are addressed through responsive assessment practices (Intent 3: Assess to Address), consistent with DfE guidance on tackling non-academic barriers.*

### **Key Principles of Our Strategy**

- **Evidence-Informed Decisions:** *Following EEF's five-step cycle—diagnose needs, use strong evidence, implement, monitor, and sustain.*
- **Early Intervention:** *Closing gaps before they widen, as recommended by EEF and DfE.*
- **Whole-School Responsibility:** *All staff understand their role in ensuring all learners are able to reach their full potential.*
- **Sustainability:** *A three-year strategic approach with annual reviews, as required by DfE.*

## Challenges

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

Challenge number	Detail of challenge
1	<b>Language and Literacy Gaps</b> Pupils enter school with lower levels of vocabulary and language development, impacting reading comprehension and writing fluency. This directly links to Intent 1 focus on transcriptional and compositional skills. PP Pupils at the end of Key Stage 2 performed below the national average 24/25 by 13%.
2	<b>Learning Behaviours and Metacognition</b> Pupils require additional support to develop independent learning strategies, self-regulation, and metacognitive skills (linked to Intent 3: <i>Assess to Address</i> ). <b>Confidence and Self-Belief</b> Some pupils lack confidence in their ability to succeed academically, which can hinder participation and resilience in learning.
3	<b>Attendance and Punctuality</b> Persistent absence or lateness can lead to gaps in learning and reduced continuity, affecting progress across all subjects.

## 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
Disadvantaged pupils develop stronger vocabulary and language skills to improve reading comprehension and writing fluency.	<ul style="list-style-type: none"><li>Disadvantaged pupils in the EYFS demonstrate age-appropriate vocabulary and language skills, enabling them to: Communicate effectively in full sentences during interactions, use a broad range of vocabulary in context across play and structured activities, achieve expected levels in the Early Learning Goals for Communication and Language, and Literacy, including improved reading comprehension and emerging writing fluency.</li><li>Increased use of subject-specific vocabulary evident in books and oral responses.</li><li>Writing moderation shows improved sentence structure and cohesion.</li></ul>
Disadvantaged pupils will develop secure writing fluency and composition skills,	<ul style="list-style-type: none"><li><b>EYFS:</b> Pupils achieve the Early Learning Goal for Writing—able to write simple sentences using phonics knowledge and basic punctuation.</li></ul>

enabling them to express ideas clearly and accurately across all year groups.	<ul style="list-style-type: none"> <li>• <b>KS1 (Years 1–2):</b> Pupils write coherent sentences and short texts with increasing accuracy in spelling and grammar, demonstrating stamina for writing.</li> <li>• <b>Lower KS2 (Years 3–4):</b> Pupils produce structured paragraphs with varied vocabulary, accurate punctuation, and logical sequencing of ideas.</li> <li>• <b>Upper KS2 (Years 5–6):</b> Pupils write extended, cohesive pieces for different purposes and audiences, using ambitious vocabulary, varied sentence structures, and effective editing for clarity and impact</li> </ul>
PP learners at the end of key Stage 2 are at prepared for the next stage in their school life through achievement of targets.	<ul style="list-style-type: none"> <li>• Pupils achieve their ambitious targets</li> <li>• Regular assessments enables support for identified individuals to enable targets to be met.</li> <li>• Parents/ carers are aware of how to support their child's learning.</li> </ul>
Pupils demonstrate improved independent learning strategies, self-regulation, and metacognitive skills.	<ul style="list-style-type: none"> <li>• Lesson observations show consistent use of metacognitive strategies (planning, monitoring, evaluating).</li> <li>• PP pupils' complete independent tasks with reduced scaffolding over time.</li> <li>• Retrieval practice scores and pupil voice indicate improved self-regulation.</li> </ul>
Disadvantaged pupils develop confidence in their academic ability and resilience in learning.	<ul style="list-style-type: none"> <li>• Increased participation in class discussions and collaborative tasks.</li> <li>• Pupil voice surveys show improved self-belief and positive attitudes toward learning.</li> <li>• Reduction in incidents of task avoidance or low engagement recorded in behaviour logs.</li> </ul>
Persistent absence and lateness among disadvantaged pupils are significantly reduced.	<ul style="list-style-type: none"> <li>• Persistent absence for PP cohort falls below 8%.</li> <li>• Termly attendance data shows improvement for targeted pupils.</li> <li>• Punctuality records indicate fewer late arrivals compared to baseline.</li> </ul>

## 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: £47,170 (45%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>- Whole-school CPD on writing (transcriptional &amp; compositional skills)</li> <li>- Training on metacognition and responsive assessment</li> <li>- Instructional coaching for English and maths (EEF maths project participation)</li> </ul>	<p>EEF: High-quality teaching is the most effective lever; feedback and metacognition (+6–7 months)</p> <p>Participation in EEF mathematics project (SLT, teachers, TA's) to contribute to national research.</p>	1, 2
<ul style="list-style-type: none"> <li>-CPD for all staff in the teaching of writing across the school.</li> <li>-Whole school, consistent approach to the teaching of writing.</li> <li>-Implement the Simple View of Writing framework to diagnose specific components of writing—such as transcription, text generation, and executive functions—that pupils need support with.</li> </ul>	<p><a href="#">The Writing Framework</a></p> <p>EEF: High-quality teaching is the most effective lever; feedback and metacognition (+6–7 months)</p>	

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

Budgeted cost: £47,170 (45%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>- Small-group oral language interventions</li> </ul>	<p>EEF Toolkit: Oral language (+6 months),</p> <p>NELI evidence and development, 'children from less advantaged backgrounds make an average 7 months' additional progress in their language skills.</p>	1

- Structured tutoring for writing and maths	(EEF)Small-group tuition (+4 months),	1, 2
- Precision teaching for phonics (Lightning Squad/ Reading Quest KS2) and handwriting	(EEF) Phonics interventions (+5 months) FFT Tutoring with the Lightning Squad Data Impact Report	1, 2

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

Budgeted cost: £26,205 (25%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>- Attendance mentoring and family support</p> <p>-Weekly monitoring of pupil attendance by Assistant Principals to challenge and support attendance that is at or below national expectations.</p> <p>-Extended Home School Link Worker – individual interventions and support to challenge and support attendance with pupils and parents/ carers</p>	<ul style="list-style-type: none"> <li>DfE menu: Attendance and wellbeing strategies;</li> <li><a href="#">The Evidence Behind Attendance Interventions</a> Durrington Research School</li> </ul>	3, 2
<p>Deliver family learning sessions and class group workshops in collaboration with the school's NHS Mental Health Practitioner/ Extended Home Link Worker. Sessions will focus on developing a range of Social, Emotional and Mental Health (SEMH) skills and knowledge for</p>	<ul style="list-style-type: none"> <li>EEF: Social Emotional Learning (+4 months) - EEF evidence shows SEL interventions can add <b>+4 months progress</b> on average when well implemented.</li> <li><a href="#">Education for Wellbeing Programme (DfE, Feb 2025)</a></li> <li>Support the development of <b>confidence, resilience, and behaviour</b>, which are key barriers for Pupil Premium learners.</li> <li>SEMH links directly to pupil challenges around <b>confidence</b></li> </ul>	3, 2

<p>pupils and families, aiming to strengthen emotional resilience and improve overall SEMH development.</p> <p>Introduce and utilise the 'Cosy Corner' as a designated safe space where children can regulate emotions and share their feelings when upset/ anxious. Staff will encourage pupils to use this area to express concerns and receive support, promoting emotional well-being and resilience.</p>	<p><b>and self-belief, learning behaviours, and wellbeing.</b></p>	
<p>- Funded enrichment trips/clubs/ breakfast club for identified individuals</p>	<ul style="list-style-type: none"> <li>• <a href="#">The Evidence Behind Attendance Interventions</a> Durrington Research School</li> </ul>	3
<p>- Parental engagement workshops</p>	<p>EEF: Parental engagement (+4 months),</p>	3

**Total budgeted cost: £104,822**

**Why this allocation?**

- **High-Quality Teaching (45%):** Prioritised because EEF evidence shows improving teaching quality has the greatest impact on disadvantaged pupils.
- **Targeted Support (30%):** Directly addresses language gaps, writing fluency, and metacognitive development.
- **Wider Strategies (25%):** Tackles non-academic barriers (attendance, confidence, cultural capital) that disproportionately affect disadvantaged learners.

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

**End of a pupil premium strategy plan- how successfully the intended outcomes of that plan were met.**

#### **Outcomes (24/25)**

- **Reading** – At the end of year 1 phonics check assessment 80% of PP pupils achieved the expected standard (+11% increase on previous years outcomes for PP learners) and +13% on the national figure for PP learners. This is as a result of diagnosis of specific need and individual support and intervention, alongside continual assessment. Staff are knowledgeable and understand how to support or seek support for individuals from the Phonics lead as a result of continuous staff development.
- **KS2** (16 pupils) – 63% of PP learners achieved the national standard in **writing** (national figure 59%) and maths (national figure 61%) at the end of key Stage 2. Pupils were below the national figure in reading by 13%. In reading, 63% of the pupils who did not achieve the national standard were on the SEN register and a further 25% were PLAC learners. All learners received targeted interventions, using continual assessment and response to learning needs.
- **Interventions** – Speech and language assessments for pupils on entry to school in lower foundation demonstrated on entry a language deficit of 53.8% using the Stoke Speaks Out Language Tool. This ensured that 21 pupils were able to access external (SALT) or internal interventions and support through targeted interventions leading to a reduction in need of support by 43.6% to 10.2% (4 pupils).
- Further interventions include FFT Tutoring with the Lightning Squad/ Reading Quest (KS2) for Early Reading support, linked to our phonics program.
- Senior leaders engaged in research with FFT to trial an innovative AI assessment system, enhancing responsiveness to pupil answers and informing future practice. Through reading sessions with pupils from Upper Foundation to Year 6, leaders gained direct insight into reading strategies across the school, enabling targeted support and consistency. This dual approach improved understanding of pupil reading strategies throughout the school and contributed to the strategic integration of technology to accelerate learning and close attainment gaps.
- **SEND** - Ongoing professional development and rigorous monitoring of SEND interventions ensure pupils make measurable progress based on diagnostic assessments. Where progress plateaus, structured professional dialogue enables timely adjustments to intervention strategies, ensuring personalised pathways remain responsive and effective. This approach maximises opportunities for all learners to achieve their potential and demonstrates a commitment to evidence-informed practice and continuous improvement.
- **Attendance** – A whole-school approach has embedded the understanding that attendance is a shared responsibility. Staff actively promote the link between attendance and achievement in all interactions with pupils and families. This consistent messaging has improved pupil awareness of the importance of attendance, supporting positive habits and ensuring pupils have greater access to learning and improved outcomes.
- **Attendance Ambassadors** provide a strong pupil voice, actively promoting the school's HERO message: 'Here, Every Day, Ready, On Time.' Their leadership role fosters peer-to-peer encouragement, strengthens a culture of good attendance, and empowers pupils to take ownership of attendance expectations. This initiative has increased engagement with attendance strategies with both pupils and families through regular communications.



- Rigorous weekly monitoring of **attendance** by senior leaders and the attendance team ensures early identification of pupils at risk of persistent absence. As a result, timely, supportive conversations with families and the implementation of tailored strategies remove barriers to attendance for individuals.
- **Technology** - The continued use of Showbie enables families to actively engage with their child's learning and progress from home. Parent feedback indicates that the platform supports them to provide timely help with identified gaps in learning, strengthening home-school partnerships and reinforcing learning beyond the classroom. This approach empowers parents to contribute effectively to their child's achievement.
- Senior leaders have proactively engaged in innovative technology projects to enhance learning outcomes. This includes FFT's AI assessment trial and the 'Reading On Your Head' project, which measured reading age, reading speed, and eye-tracking patterns to identify how pupils process print. Insights from this project led to targeted reading support and referrals for sight tests where needed. Leaders also trialled AI writing analysis software, providing feedback to developers to maximise its effectiveness in delivering actionable feedback for pupils.
- **SEMH** support – Identified pupils received targeted support from the school's allocated NHS Mental Health Support Practitioner, ensuring timely and appropriate intervention for both children and families. This approach has led to improved emotional well-being and strengthened resilience, as evidenced by positive outcomes and feedback. Building on this success, the school will expand provision by introducing more tailored group sessions for classes, addressing cohort-specific needs and further embedding mental health support into the school's SEMH strategy.