Pupil premium strategy statement: Parkwood Primary School

This statement details our school's use of pupil premium (and recovery 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	191
Proportion (%) of pupil premium eligible pupils	52 %
Years that our current pupil premium strategy plan covers (3-year plans are recommended)	3
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Paul Thomas
Pupil premium lead	Doug King
Governor / Trustee lead	Claire Jennings

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£115,440
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	**£115,440**

Part A: Pupil premium strategy plan

Statement of intent

At Parkwood Primary School, we are fully committed to ensuring that all pupils, regardless of their background, have access to the highest quality education. This includes our pupils who are eligible for Pupil Premium funding. Our strategy is rooted in a belief that every child deserves the opportunity to reach their full potential, and we work tirelessly to remove any barriers that may hinder their academic achievement, personal development, or well-being.

Our approach is underpinned by robust evidence, data analysis, and a deep understanding of the challenges faced by Pupil Premium pupils. By using this evidence to guide our actions, we ensure that interventions and support are both targeted and effective. The impact of our Pupil Premium Strategy is carefully monitored and evaluated to ensure that outcomes remain consistently positive.

Intention:

- There is no gap in attainment between pupil premium children and others in the school
- The children feel happy and included at school.
- The children get an inclusive, well-rounded and full education.

Challenges

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

Challenge number	Detail of challenge
1	**Multiple barriers:** A significant number of disadvantaged pupils face a combination of challenges, including special educational needs and/or disabilities (SEND), English as an additional language (EAL), and limited parental engagement due to socio-economic and educational disadvantage. These overlapping needs can compound learning difficulties and limit progress.
2	**Low starting points**: On-entry baseline assessments in Nursery and Reception consistently show that many disadvantaged children start school well below age-related expectations, particularly in communication and language, early literacy, and personal, social, and emotional development.
3	**Oral language skills and vocabulary gaps:** Many disadvantaged pupils have underdeveloped oral language skills, including limited vocabulary, speech clarity, and expressive language. These gaps are

	evident from the early years and persist into Key Stage 2, impacting reading, writing, and overall attainment.
4	**Limited access to enrichment:** Economic pressures, including the ongoing cost-of-living crisis, continue to restrict access to cultural capital and enrichment activities for many disadvantaged pupils. This limits wider development, aspiration, and engagement with learning
5	**Attendance and punctuality:** Attendance rates for disadvantaged pupils remain below the school's 96% target. Persistent absenteeism has increased, particularly among pupils with refugee status, which impacts continuity of learning and social integration.
6	**Low phonics scores:** Data shows a drop in phonics achievement. Ensuring consistency and fidelity in phonics teaching across EYFS and KS1 remains a key priority. Redeployment of staff for phonics and maintaining consistency and fidelity to the program across EYFS and KS1. Also, address gap in lower KS2 and new arrivals.
7	**Mental health support/new to school:** Our Pastoral records show some of our disadvantaged pupils will require additional support for (anxiety, self-esteem, behaviour management, friendship group) and will require further support from school. There are increasing number of pupils who are arriving who have not been in an educational setting and who have had no formal education.
8	**High prevalence of Additional needs and Complex needs:** The proportion of pupils with SEND—particularly speech, language and communication needs—is higher than national averages. Many of these pupils also fall within the disadvantaged cohort, requiring intensive support and tailored intervention.
9	**High levels of socio-economic deprivation**: Hackney has areas of significant deprivation, with many families facing financial difficulties due to factors such as high housing costs, unemployment, and low incomes. This can exacerbate the challenges our disadvantaged pupils face, particularly around access to resources, parental support, and enrichment opportunities.
10	**Cultural diversity and language barriers**: Hackney is a culturally diverse borough, with a high proportion of children from families where English is an additional language (EAL). This can impact early literacy skills, as well as the ability to engage with the curriculum fully. There may be a need for targeted support for EAL pupils, especially those who have recently arrived in the UK.
11	**Mental health and community impact**: Hackney, like many urban areas, can experience high levels of mental health challenges and community instability, including exposure to crime and social unrest. Disadvantaged pupils in these areas may be particularly vulnerable to issues like trauma, anxiety, and poor mental health, which can impact both their emotional well-being and academic performance.

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
Attainment of disadvantaged pupils in maths is at least in line with, and in many cases exceeds, the national average. Gaps will be swiftly identified and lessons tailored to meet needs. Very good progress is made via the use of maths meetings to ensure skills are retained, and pupils have a sound understanding of concepts, enabling them to apply them in a wide range of circumstances.	Multiplication tables check data for disadvantaged pupils is above the national average for all pupils. Percentage of pupils reaching the expected standard is in line with or exceeds that of other pupils nationally. Achievement of disadvantaged pupils across the school is in line with or exceeds the national average for all pupils. Progress of identified disadvantaged pupils in reaching higher standards through targeted interventions.
Improved language and communication skills. Language and communication difficulties will be identified swiftly, and relevant interventions implemented. Assessments and observations will show significantly improved language and communication skills among disadvantaged pupils. Monitoring will ensure practitioners are upskilled and confident in identifying specific needs.	Significantly improved language and communication skills, as evidenced by assessments and observations. Practitioners demonstrate increased confidence and skill in identifying language needs. Increased vocabulary use and application, especially in English lessons and across the curriculum (e.g., in maths mastery lessons).
Increased participation in after-school clubs, breakfast clubs, enrichment opportunities such as trips and visits. Disadvantaged pupils will have access to extracurricular activities and enrichment opportunities, including residential visits, to enhance their understanding of the world.	Increased participation in extracurricular activities, including breakfast clubs, after-school clubs, and residential visits. Disadvantaged pupils regularly engage in enrichment opportunities to enhance their personal, social, and academic development.
Children are able to communicate (debate, add detail, agree, present, analyse) with increased skill and confidence.	Vocabulary is explicitly taught and built upon in English lessons. Wider use of learned vocabulary is planned and employed across the curriculum. Vocabulary is a focus of maths mastery lessons, with opportunities for pupils to use it during talk tasks. Improvement in pupils' ability to debate, present, and analyse their ideas, with particular attention to those with language gaps.

The development of all teachers will ensure PP children make at least expected progress from their starting points including those with EHCPs.	□ Attainment data at the end of the school year will show that the attainment of PP children is in line with the attainment of all pupils. □ Pupils with EHCPs make at least expected progress toward their individual targets, as outlined in their plans.
Pupil attendance remains consistently strong, with a sustained rate of 96% or above over a three-year period. Persistent lateness among disadvantaged pupils is significantly reduced through targeted, family-focused interventions.	□ Whole-school attendance remains at or above 96% annually for the next three years. □ A year-on-year reduction in the number of disadvantaged pupils identified as persistently late. □ Evidence of improved punctuality among targeted pupils following intervention. □ Increased engagement from families of persistently late pupils through attendance support programs
Pupils, particularly those who are disadvantaged, feel safe, happy, and emotionally supported at school, contributing to their overall well-being and readiness to learn.	□ At least 80% of pupils, including those eligible for Pupil Premium, report feeling safe and happy in annual well-being surveys and pupil voice activities. □ Pastoral records show timely identification and support for pupils experiencing emotional or social difficulties. □ Regular monitoring systems (e.g. safeguarding logs) demonstrate proactive intervention for identified pupils. □ Increased engagement with targeted well-being interventions by disadvantaged pupils and their families.
SEND pupils, including those with and without Education, Health and Care Plans (EHCPs), make good progress academically and socially through high-quality adaptive teaching and targeted support.	□ Annual reviews of EHCPs demonstrate clear progress against SMART targets, with pupils working progressively toward their end-of-key-stage outcomes. □ Provision maps and support plans for SEND pupils without EHCPs show measurable impact over time, reviewed at least termly.

	□ Teachers consistently use adaptive teaching strategies to meet the needs of SEND pupils, as evidenced through lesson observations, planning, and pupil progress meetings. □ SEND pupils, including those with Autism and other complex needs, show sustained progress in both academic achievement and social-emotional development. □ Regular monitoring (e.g. through pupil progress reviews, SENCo tracking, and pupil voice) indicates improved engagement, confidence, and independence in learning.

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.

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

Budgeted cost: £45,659

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer to support parents to understand the need for improved school attendance.	□ **Ofsted Reports** highlight that schools with a robust, consistent approach to attendance, along with clear policies and procedures, demonstrate improvements in attendance rates. Evidence from **research studies** (such as those from the Education Endowment Foundation) shows that regular attendance is closely linked to improved academic outcomes, particularly for disadvantaged pupils.	4, 5

	▪ **Case studies** from other schools have shown that targeted support for families, including through attendance officers, leads to improved engagement with school and higher attendance rates. ▪ Research from the **National Foundation for Educational Research (NFER)** indicates that schools that proactively engage with parents to address attendance barriers—such as financial hardship, family issues, or lack of understanding of its importance—see a reduction in persistent absenteeism.	
A planned programme of wide ranging enrichment opportunities which are culturally and educationally rich.	• The **Education Endowment Foundation (EEF)** highlights that all children, particularly those from disadvantaged backgrounds, benefit from a well-rounded, culturally rich education. Their research suggests that **enrichment activities**—such as cultural trips, extracurricular clubs, and access to creative subjects—can directly improve pupils' engagement and attainment. ▪ The EEF also states that enrichment programmes help build **social and emotional skills**, foster a sense of belonging, and can increase **motivation** and **aspiration**, all of which contribute to improved academic performance, especially for disadvantaged pupils. ▪ **Case studies** from schools with strong enrichment programmes show improvements in **self-esteem** and **academic achievement**, particularly for students who might otherwise have limited exposure to cultural, artistic, and social experiences outside school.	4
Coffee mornings for parents/carers to support home learning e.g. Maths passports, phonics/reading	• The **Education Endowment Foundation (EEF)** reports that **parental engagement** in their child's learning has a significant positive impact, with an average of **4 months' additional progress** for pupils. Engaging parents in activities like coffee mornings helps them better understand how to	4,8

	support their children's learning at home. Research indicates that **parental involvement in literacy and numeracy** can enhance children's academic achievement, particularly for disadvantaged pupils who may not have access to additional educational support outside school. **Case studies** from schools running similar initiatives show that when parents are provided with practical tools and strategies (such as supporting phonics or maths), pupils demonstrate increased confidence and progress in these areas.	
Guidance and support officer to be given training and support for SEL interventions	**Social and Emotional Learning (SEL)** interventions focus on improving pupils' ability to interact positively with others and manage their emotions, which is crucial for both their personal well-being and academic success. The **Education Endowment Foundation (EEF)** suggests that interventions targeting social and emotional learning can have a significant impact on pupils' development, including **improving academic outcomes**. **EEF Research** indicates that SEL interventions can result in up to **4 months' additional progress** for pupils, particularly those with additional social or emotional needs. These interventions not only enhance academic learning but also help improve **behavior**, **attendance**, and **relationships** with peers and adults. SEL programmes are especially beneficial for **disadvantaged pupils**, helping to address barriers such as anxiety, low self-esteem, and difficulties with peer relationships. Providing specialized training for the Guidance and Support Officer ensures that these interventions are delivered effectively, with tailored support for pupils who may need additional	7,8

	emotional support or have specific social challenges.	
Emotional support to be given; development of trauma aware practice CPD.	**Trauma-informed practice** is crucial for supporting pupils who have experienced adverse childhood experiences (ACEs), which can significantly impact their emotional well-being, behaviour, and academic progress. Research shows that when schools implement trauma-informed approaches, pupils are more likely to engage positively in school, improving both their **mental health** and **academic outcomes**. **EEF Research** and studies by **The National Child Traumatic Stress Network** suggest that **counselling services and emotional support** can help children overcome barriers related to trauma, reducing anxiety, aggression, and absenteeism. These interventions can have a significant impact on pupils' ability to focus on learning and improve overall school engagement. **Work with the REU** provides targeted support for pupils at risk of exclusion, helping to prevent further disruption to their education. This approach can reduce the likelihood of permanent exclusions, which are disproportionately high among disadvantaged pupils, by addressing underlying emotional and behavioural issues. Light-touch support from the **wellbeing team** can provide ongoing monitoring and interventions, ensuring that pupils' social and emotional needs are met in a timely way. The positive outcomes of this approach are well-documented in various educational settings, with research indicating improved **behaviour**, **attendance**, and **academic progress** for pupils receiving consistent emotional support.	5,7,8
Pupil premium personal budget	The **Education Endowment Foundation (EEF)** highlights the importance of **personalized learning**	1,6,8

	and targeted interventions in addressing gaps in attainment for disadvantaged pupils. Tailored interventions, such as specific programmes or assessments, can help **close the achievement gap** by providing support that meets individual needs. **EEF research** supports the idea that when **pupils are provided with the resources they specifically require**—whether this be specialist equipment, personalized learning programmes, or targeted interventions—this **can significantly improve academic outcomes** and help level the playing field. • **Case studies** from schools using a personal budget for **specialist equipment** (e.g., sensory resources, assistive technology) or **individualized learning support** (e.g., one-to-one tuition, bespoke learning packages) have shown positive outcomes, particularly for pupils with additional needs such as SEND or language barriers. • By allocating a **personal budget** for disadvantaged pupils, schools can ensure that no child misses out on the tools or support they need, whether it's extra time with a tutor, tailored phonics support, or specific learning aids to support **memory, literacy, or numeracy** challenges.	
To work reactively with vulnerable families and provide bespoke support for any SEMH issues. To allocate a contingency fund to support current pupils and those who are new to Parkwood. This may be on additional	**EEF Research** shows that offering a **free breakfast club** can boost academic outcomes by **the equivalent of two months' progress** per year, particularly by improving concentration and overall well-being at the start of the school day. **Parental engagement** is shown to have a positive impact on pupil progress, with an average of **+3 months' progress** for disadvantaged pupils	1,2,4,5,7,8

interventions or additional adult support. Free Breakfast/After-School club. Commission the services of professionals so that all PP children with complex learning and emotional, social or behavioural difficulties are supported towards successful outcomes and full inclusion. Support from the school's Wellbeing Team. To enable children to engage fully in school life and feel healthy and well during the school day. Subsidise clubs and wrap around, trips and events. Character Education across school embedding picture news assemblies. Wellbeing Team support identified parents to engage in their children's learning and support effectively at home.	whose parents are actively involved in their learning (EEF). Supporting parents through initiatives like coffee mornings, targeted home-learning resources, and engagement in their child's emotional well-being is proven to improve outcomes. **Social and emotional learning strategies (SEMH)** are particularly effective for disadvantaged pupils, with evidence suggesting they can lead to **+4 months' additional progress**. Interventions focused on improving self-regulation, resilience, and emotional health are essential for supporting pupils' mental health and academic achievement. The **Department for Education (DfE)** and **KCSIE 2021** highlight the importance of providing **early intervention**. Research from the **NSPCC** and the **Early Intervention Foundation (EIF)** emphasizes that addressing needs early, particularly around SEMH, can prevent escalation, improve long-term outcomes, and increase protective factors for vulnerable children. The provision of **wrap-around care**, such as subsidised after-school clubs, trips, and extracurricular activities, offers both academic and emotional support. This ensures that disadvantaged pupils have access to the same opportunities as their peers, which has been shown to foster a sense of belonging and **increase engagement** in school life. The **Wellbeing Team** plays a vital role in supporting children's social, emotional, and mental health (SEMH) and in engaging parents in their children's learning and well-being. Providing targeted support ensures that pupils' emotional needs are met, allowing them to fully participate in the school experience.	

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 30,525

Activity	Evidence that supports this approach	Challenge number(s) addressed
Create a positive reading culture across all curriculum areas.	• The **Education Endowment Foundation (EEF)** confirms that **reading** is a fundamental part of **language and communication development**. Research shows that when children engage with high-quality texts and have opportunities for **discussion** around these texts, it significantly enhances their **language skills**, **vocabulary**, and **comprehension**. • EEF also highlights that reading activities that integrate **rich discussion** help children develop critical thinking skills, boost **engagement**, and improve their **academic performance** across all subjects. This is particularly effective for disadvantaged pupils, as it helps close vocabulary gaps and reinforces learning in a variety of curriculum areas. • The development of a **reading culture** across all areas of the curriculum not only strengthens literacy skills but also promotes a **love of reading**, which has long-term benefits for **academic success**. Encouraging pupils to read and engage with texts relevant to other subjects (e.g., history, science, art) further supports **cross-curricular learning** and fosters deeper connections between subjects.	2
Ensuring staff use evidence –based whole class teaching interventions consistently. e.g. Number Mastery	• The **Maths Mastery Programme** is based on research and best practices from leading educational experts. It emphasizes a **consistent, whole-class teaching approach** that supports **deep learning** and ensures all pupils, including disadvantaged learners, have access to high-quality teaching. This programme brings together professionals from schools across the country, working collaboratively to spread **excellent practice** and improve outcomes for all students. • The **Education Endowment Foundation (EEF)** supports the effectiveness of **whole-class teaching**	1,2

	interventions when implemented with **fidelity** and **consistency**. Research shows that high-quality interventions, such as those from the **Maths Mastery** approach, can lead to **significant improvements** in pupils' understanding and application of key concepts, particularly in **maths**. • Evidence from the **Maths Mastery Programme** shows that pupils who receive consistent, well-structured lessons with an emphasis on **conceptual understanding** and **problem-solving** perform better academically, with disadvantaged pupils benefiting from the **inclusive approach** that ensures no child is left behind.	
Ensure all staff have received training to deliver the RWI (Read Write Inc.) phonics scheme effectively. This will include access to pathways on the portal, coaching sessions, and regular training opportunities.	• The **Education Endowment Foundation (EEF)** states that a **systematic phonics programme** is one of the most effective strategies for improving **early reading skills**. Evidence shows that phonics-based instruction can have a significant impact, with an average of **+5 months' progress** in reading outcomes for children, particularly for those who are disadvantaged or at risk of falling behind. • The **RWI phonics scheme** is a well-established, evidence-based programme that focuses on systematic and structured phonics instruction. Research shows that when **high-quality phonics** teaching is delivered consistently by trained staff, it significantly improves children's ability to decode words and develop early reading fluency. • **Ongoing professional development** and **coaching** for teachers, including access to online pathways and regular training opportunities, ensure that all staff are equipped with the knowledge and skills needed to implement the RWI programme with **fidelity** and **consistency**. This is crucial in ensuring that all pupils, particularly those in the early years and disadvantaged pupils, have access to high-quality phonics	6

	instruction that accelerates their reading progress.	
To improve literacy outcomes for disadvantaged pupils and ensure that more children reach the expected standard in the Year 1 phonics screening check, Parkwood Primary School will continue to implement the *Read Write Inc.* (RWI) systematic phonics programme. Our goal is to ensure the proportion of pupils achieving the expected standard in the Year 1 phonics screening check is closer to the national average	**Research from Literacy Specialists at the English Hub:** Evidence shows that learning is most effective when children are taught with fidelity to a specific, structured programme. **Proven Effectiveness of RWI:** The *Read Write Inc.* programme has been shown to improve early reading skills, especially for pupils from disadvantaged backgrounds. **Impact of CPD on Teaching Quality:** Ongoing professional development (CPD) for all staff who teach phonics ensures that high-quality teaching is consistently delivered across the school. **Increased Achievement in Phonics:** Schools that implement a structured phonics programme with ongoing staff training see measurable improvements in phonics screening check outcomes, especially for Pupil Premium pupils	1, 6
To support reading development and encourage a love of reading among disadvantaged pupils, Parkwood Primary School will promote the use of decodable books. These books are carefully selected to match the sounds taught in phonics lessons, ensuring that pupils can read with confidence and success. Additionally, an element of free choice will be incorporated, allowing pupils to	**Ofsted Evidence on Early Reading:** Ofsted highlights the importance of early reading in building foundational literacy skills. Providing children with the right books at the right level is crucial for developing fluency and comprehension. **Decodable Books and Phonics Progression:** Decodable books are aligned with phonics instruction, reinforcing the sounds and skills pupils are learning. This helps build confidence and supports the transition from learning to read to reading to learn. **Impact on Reading for Pleasure:** When pupils have access to books that they can successfully decode, they are more likely to experience reading as enjoyable and rewarding, increasing their engagement and fostering a lifelong love of reading. **Free Choice to Foster Interest:** Allowing children to choose books based on their own interests enhances motivation and encourages independent reading. This approach has been shown to increase reading time outside of	1,2,8

select books based on their own interests, further promoting engagement with reading.	formal lessons, benefiting overall literacy development.	
To ensure the highest quality of English teaching and to improve vocabulary development across the school, Parkwood Primary School will provide the English Lead with dedicated strategic time. This time will be used for monitoring, mentoring, coaching, team teaching, and supporting planning, with a specific focus on improving vocabulary progression and writing skills.	**Ofsted Research Review Series: English (May 2022):** Ofsted's review highlights the critical role of vocabulary progression in supporting all areas of literacy. It emphasizes that a structured approach to vocabulary instruction is key to ensuring pupils, especially disadvantaged learners, can access the curriculum and develop strong language skills. **EEF 'Improving Literacy in Key Stage 2' Recommendations:** • **Recommendation 4 – Teaching Writing Composition:** This recommendation advocates for teaching writing composition strategies through modelling and supported practice, ensuring pupils develop clear, structured writing skills. The English Lead will focus on supporting staff in effectively modelling writing strategies and providing pupils with ample opportunities for guided practice. • **Recommendation 5 – Developing Transcription and Sentence Construction Skills:** The EEF recommends developing pupils' transcription (spelling, handwriting) and sentence construction skills through extensive practice. The English Lead will support teachers in implementing this approach, ensuring that all pupils, particularly those eligible for Pupil Premium, have regular opportunities to practice these essential skills. **Monitoring and Coaching Impact:** Providing strategic time for the English Lead will allow for targeted monitoring, mentoring, and coaching of teachers. This will ensure that high-quality teaching is consistent across the school and that vocabulary and writing skills are taught effectively.	1, 3, 8
To drive improvements in maths outcomes, particularly for disadvantaged	• **Sutton Trust:** Research by the Sutton Trust highlights that high-quality teaching has a particularly significant impact on pupils from disadvantaged backgrounds. The evidence suggests	1,2,3,8

pupils, Parkwood Primary School will allocate strategic time to the Maths Lead. This time will be used for monitoring, mentoring, delivering training, and conducting regular reviews of teaching practice. The focus will be on ensuring high-quality teaching of the **maths mastery approach**, which encourages deep understanding, problem-solving, and fluency.	that with effective teaching, these pupils can gain **1.5 years' worth of learning** in a single school year. Ensuring that the Maths Lead has strategic time will help facilitate such high-quality teaching across the school. **John Hattie's Meta-Analysis of Effective Teaching:** Hattie's research on effective teaching outlines that the most significant factors influencing student achievement include **clear learning goals**, **modelling** of tasks, and **appropriate scaffolding**. By supporting teachers to implement these strategies effectively, the Maths Lead can ensure that all pupils, particularly those eligible for Pupil Premium, benefit from consistent, high-quality teaching practices in mathematics. **EEF Guide to Pupil Premium:** According to the **Education Endowment Foundation (EEF)**, the most important lever for improving outcomes is **high-quality teaching for all**. This includes ensuring that teachers are equipped with the necessary skills and resources to deliver effective lessons, which will be supported through ongoing professional development and strategic monitoring by the Maths Lead. **EEF Feedback Evidence:** Feedback has been identified by the EEF as a key strategy for improving pupil outcomes, with evidence suggesting it can have a **+7 months** impact on primary pupils' progress. The Maths Lead will ensure that feedback is used effectively in the classroom to help pupils consolidate their learning, particularly in maths. **DfE and NCETM Guidance:** The Department for Education (DfE) and the National Centre for Excellence in the Teaching of Mathematics (NCETM) have produced non-statutory guidance, which incorporates evidence-based approaches to teaching mathematics. This guidance, along with the EEF's **Improving Mathematics in Key Stages 2 and 3** report, will underpin the strategic direction of maths teaching at Parkwood Primary. Key principles such as **making learning stick** and applying a **tiered approach** to support disadvantaged pupils will be central to the Maths Lead's role.	

	• **Rosenshine's Principles of Instruction:** The EEF's **Professional Development Guidance Report**, which is based on Rosenshine's principles of instruction, emphasizes the importance of providing clear explanations, guided practice, and regular checks for understanding. The Maths Lead will support teachers in applying these principles to improve the quality of maths teaching across the school.	
To ensure high-quality teaching, subject progression, and the development of teachers' skills in **Sustainability and rights respecting school, PHSE curriculum (jigsaw)** Parkwood Primary School will provide strategic time for the Subject Leads in these areas. This time will be used for monitoring, mentoring, leading professional development (CPD), and reviewing curriculum progress. Professional development opportunities may be sourced from trusted organisations such as the **National College**, **Hackney Education**, or other recognised providers.	**Sutton Trust:** Research from the **Sutton Trust** indicates that high-quality teaching has an especially significant impact on pupils from disadvantaged backgrounds. Disadvantaged pupils gain **1.5 years' worth of learning** over the course of a school year when taught by effective teachers. By investing in the development of our subject leads and ensuring high-quality teaching, we aim to maximise learning outcomes for all pupils, particularly those eligible for Pupil Premium. **John Hattie's Meta-Analysis on Effective Teaching:** Hattie's research identifies key aspects of quality teaching, including **clear learning goals**, **modelling**, and **scaffolding**. Ensuring that our PHSE teachers are well-equipped with the skills to provide clear objectives and appropriate guidance will be central to improving outcomes, particularly in these complex and technical subjects. **EEF Guide to Pupil Premium:** The **Education Endowment Foundation (EEF)** highlights that **high-quality teaching for all** is the most important lever for improving educational outcomes, especially for disadvantaged pupils. Providing subject leads with strategic time to oversee curriculum design, monitor teaching quality, and support their colleagues through CPD will ensure that all pupils, including those eligible for Pupil Premium, have access to consistently high-quality teaching. **EEF Feedback Evidence:** The EEF highlights the significant impact of **feedback** on pupil progress, with studies showing that feedback can have a **+7 months** impact on primary pupils' learning. Subject leads in DT and Computing will focus on supporting teachers to imple-	1,2,3

	ment effective feedback strategies, helping pupils to improve and deepen their understanding in these subjects. **Impact of Digital Technology:** The EEF notes that **digital technology** can contribute up to **+4 months** of progress when integrated into teaching effectively. By providing strategic time for subject leads, we will ensure that **Computing** is taught using innovative, evidence-based approaches, enhancing both the quality and quantity of practice students engage with both in and outside the classroom. This can lead to better engagement and deeper learning in subjects that rely heavily on technology. **Supporting Teacher Professional Development:** Through tailored CPD sessions, including collaboration with external organisations like the **National College** and **Hackney Education**, we aim to ensure that our DT and Computing teaching staff are continuously improving their practice. This development will focus on subject-specific pedagogy, as well as integrating cross-curricular skills like problem-solving, critical thinking, and creativity.	
To ensure that all pupils, particularly those eligible for Pupil Premium, make progress and overcome barriers to learning, Parkwood Primary School will focus on addressing the **specific needs of each child** on an individual basis. This will involve **personalized support and tailored provision** to meet the unique barriers faced by each pupil. Staff will have access to **CPD** (Continuous Professional Development)	**EEF Guide to Pupil Premium:** The **Education Endowment Foundation (EEF)** outlines that the most effective way to improve outcomes for disadvantaged pupils is through **quality first teaching** combined with **targeted support**. The guide stresses the importance of identifying and addressing individual learning needs through personalised approaches, which can help close the achievement gap between disadvantaged pupils and their peers. **Mark Rowland – Addressing Educational Disadvantage:** Mark Rowland's research on addressing educational disadvantage emphasises the need for **personalized learning** and **individualised interventions** to tackle the barriers faced by disadvantaged pupils. Tailoring support to meet the specific needs of each child is key to closing the attainment gap and ensuring that pupils have access to a fair and effective education. **The Attainment Gap:** Research shows that **disadvantaged pupils** are more likely to face	1,8

opportunities through organisations such as the **National College** and the **Autism Education Trust**, ensuring that the team is equipped with the knowledge and skills to support all learners effectively.	barriers to learning such as **language deficits**, **lack of support at home**, and **special educational needs**. Targeted support can help to mitigate these challenges, ensuring that pupils receive the support they need to progress. Staff will be equipped with strategies to identify and respond to these barriers through high-quality CPD, improving their ability to support every child. **CPD through National College and Autism Education Trust:** CPD opportunities focused on understanding **autism**, **SEND**, and effective strategies for addressing specific learning needs are essential in supporting disadvantaged pupils. By participating in CPD provided by organisations such as the **National College** and the **Autism Education Trust**, staff will develop their knowledge and skills in differentiated teaching, providing the necessary adjustments to ensure that all pupils, including those with additional needs, receive the support they require to succeed. • **Targeted Support Impact:** The **EEF's Pupil Premium Guide** highlights the effectiveness of **targeted academic support** and **interventions** in narrowing the attainment gap. Evidence suggests that, when well-implemented, these approaches can have a **positive impact on the progress** of disadvantaged pupils, particularly when the support is **personalized** and **aligned to the pupil's needs**.	

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

Budgeted cost: £ *39,256*

Activity	Evidence that supports this approach	Challenge number(s) addressed
To accelerate the progress of disadvantaged pupils, Parkwood Primary	**EEF and National Foundation for Educational Research (NFER):** Research by the **Education Endow-**	1, 3

School will provide **targeted 1:1 support** in **writing** and **maths**. This tailored support will focus on addressing specific gaps in learning, providing intensive, personalised instruction to help pupils make rapid progress.	**ment Foundation (EEF)** and the **National Foundation for Educational Research** indicates that pupils who receive **one-to-one tutoring** make, on average, **5 months additional progress** compared to their peers. This evidence highlights the impact of targeted, focused support in accelerating pupil outcomes, especially for disadvantaged learners. **Building Confidence through Individual Tuition:** One-to-one tuition is particularly effective in helping pupils **build confidence** in their abilities. Research shows that personalized, direct support helps pupils feel more engaged and empowered, which can be a powerful motivator for progress, particularly in challenging subjects like writing and maths. **Identifying and Addressing Specific Learning Gaps:** One-to-one support allows **teachers and tutors to identify specific learning gaps** and tailor interventions to meet individual needs. This personalised approach provides an opportunity to focus on areas requiring **specialist support**, whether it's mastering foundational maths skills, improving writing structure, or developing fluency in writing and calculations. **EEF's Impact on Closing the Attainment Gap:** The **EEF** also points out that **targeted interventions** like one-to-one tutoring can be a highly effective strategy for closing the **attainment gap** between disadvantaged pupils and their peers. By delivering bespoke support, tailored to each pupil's needs, these interventions help ensure that all pupils, including those eligible for Pupil Premium, receive the help they need to reach their potential.	
To support pupils in developing their	• **EEF Evidence on Small Group Tuition:** Research	1,3

writing skills, Parkwood Primary School will provide **small group tutoring** tailored to address specific gaps in writing knowledge and skills. This focused approach will ensure that disadvantaged pupils receive targeted intervention to help them make accelerated progress in writing.	from the **Education Endowment Foundation (EEF)** shows that **small group tutoring** can lead to an average of **4 months additional progress** compared to peers who do not receive tuition. The effectiveness of small group interventions is particularly strong when they are well-targeted and tailored to address **specific knowledge gaps** or areas where pupils are struggling. **Building Resilience through Tutoring:** Small group tutoring not only accelerates academic progress but also helps pupils **build resilience**. In these more focused settings, pupils can gain confidence in their abilities, engage more actively with the material, and develop strategies to overcome academic challenges. This resilience is crucial for improving long-term outcomes and fostering a growth mindset in disadvantaged pupils. **Targeting Specific Needs:** Small group tuition allows for **personalized support** that is **targeted at specific needs**. By focusing on areas where pupils are falling behind—such as sentence structure, grammar, or writing fluency—tutoring helps to close these gaps and support pupils in achieving the expected standards for their age. **Supporting Low Attaining Pupils: Targeted tuition** is particularly effective in supporting **low-attaining pupils** or those who are at risk of falling behind. Small group tutoring allows for in-depth attention and support, which can be crucial in helping these pupils catch up with their peers and improve their writing skills. • **EEF's The Attainment Gap:** The **EEF's Attainment Gap**	

	report stresses that **targeted support**, such as small group tuition, is a powerful tool in addressing the disparities between disadvantaged pupils and their peers. By providing regular, high-quality tuition, we can ensure that disadvantaged pupils receive the support they need to narrow the achievement gap in writing.	
To improve outcomes for all pupils, particularly those eligible for Pupil Premium, leaders will direct **class teachers and Teaching Assistants (TAs)** to explicitly include **automaticity** in all learning sessions. This will be supported by **CPD** opportunities to ensure that staff are equipped with **research-based strategies** from the **Education Endowment Foundation (EEF)** to develop metacognition, self-regulation, and independent learning skills. **Subject Leaders** will ensure that long-term plans include **progression**, allowing for structured development of these skills over time.	• **Automaticity in Learning:** Automaticity, the ability to perform tasks without conscious thought, is a critical component of **fluency** in both mathematics and literacy. **EEF's Guidance on Metacognition & Self-Regulation** emphasizes that automaticity in basic skills allows pupils to focus on higher-level thinking and problem-solving. By embedding automaticity in every lesson, we ensure that pupils have a solid foundation of knowledge and skills that can be applied to more complex tasks. • **Making the Best Use of Teaching Assistants (TAs):** According to the **EEF's Guide on Effective Use of TAs**, **Teaching Assistants** are most effective when they support the development of **independent learning** and help pupils to **manage their own learning**. When TAs encourage pupils to think independently and reflect on their own learning processes, they help to build **metacognitive skills**, which are essential for long-term academic success. The **Metacognition & Self-Regulated Learning** strand	1,8

	from the EEF also highlights that developing pupils' metacognitive knowledge—helping them understand how they learn—is one of the most powerful ways to support pupils in becoming independent and confident learners. • **Metacognition and Self-Regulation:** The EEF stresses that teaching pupils how to **regulate their learning**—including how to set goals, monitor progress, and adjust strategies—can lead to significant academic improvements. By embedding **metacognitive strategies** in the curriculum, teachers can help pupils develop the skills to approach learning tasks more effectively. This is particularly important for disadvantaged pupils, who often face additional challenges in managing their learning independently. **Pupil Progress Meetings and Gap Analysis: Termly Pupil Progress Meetings** will allow leaders and teachers to conduct detailed **gap analysis**, identifying the specific learning barriers and next steps for different cohorts of pupils. This process ensures that targeted support can be put in place to address any gaps, especially for Pupil Premium pupils. This data-driven approach will allow for timely intervention and personalized learning pathways to close the achievement gap. **CPD to Support Evidence-Based Practice: CPD** will be used to share **EEF research** and other evidence-based practices with all staff. This will ensure that teachers and TAs are consistently implementing strategies	

	that have been proven to work in raising pupil achievement, particularly in closing the attainment gap for disadvantaged pupils. The focus will be on developing staff skills in **metacognition**, **independent learning**, and **effective feedback**, all of which are shown to have a high impact on pupil progress. • **Progression in Long-Term Plans:** Subject Leaders will ensure that long-term plans include clear progression, particularly in the development of **automaticity**, **independent learning**, and **metacognitive skills**. This will ensure that all pupils, particularly those eligible for Pupil Premium, receive a curriculum that builds skills incrementally and prepares them for the next stages of their learning journey.	
To address the specific needs of the lowest 20% achieving pupils in phonics and support new arrivals to the school, Parkwood Primary School will implement **1:1 phonics tutorials** and **small group support**. These interventions will be targeted at pupils who are falling behind, particularly in phonics, and those who are new to the school and may require additional support to catch up and integrate into the curriculum.	**EEF Small Group Tuition:** Research from the **Education Endowment Foundation (EEF)** indicates that **small group tuition** is an effective intervention for pupils who are falling behind, particularly in foundational subjects like phonics. The EEF's **Small Group Tuition Toolkit** highlights that **small group tuition** can lead to **significant progress** by providing focused, targeted support for pupils, addressing their specific learning gaps. This is especially beneficial for pupils who have not yet mastered early literacy skills and need more personalised attention to accelerate their progress. **Targeted Tuition for Low Attaining Pupils:** The **EEF's research** suggests that **targeted tuition**, like **1-2-1 tutorials**, is particularly effective for **low-attaining pupils**. These pupils benefit from the opportunity to receive direct, individualised support, which can help address **specific**	1,2,6,8

	knowledge gaps in areas like phonics, a foundational skill for reading. Tailored 1-2-1 support ensures that these pupils receive the focused instruction they need to catch up with their peers. **Supporting New Arrivals:** Small group tuition is also highly effective in supporting **new arrivals** who may face additional barriers to learning. These pupils may not only need to catch up academically but also require additional support to adjust to a new school environment, culture, and curriculum. Small group tutoring provides a **safe and supportive space** where these pupils can gain confidence and build their skills in a targeted way, allowing them to integrate more successfully into the school community. **The Attainment Gap:** According to the **EEF's Attainment Gap Report**, targeted interventions, particularly for disadvantaged pupils or those at risk of falling behind, are essential for closing the attainment gap. The evidence suggests that focusing on **early intervention**—such as phonics tuition and small group support—can have a significant impact on narrowing the gap between disadvantaged pupils and their peers, particularly in the early stages of learning.	

Total budgeted cost: £*115,440*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

End of KS2

Year 6 class:

	Reading	Writing	Maths
EXS +	81%	77%	73%
GDS	23%	18%	18%

Pupil premium:

	Reading	Writing	Maths
EXS +	78%	67%	60%
GDS	9%	9%	9%

PP v NonPP (National) Parkwood **KS2:**

Reading:		**Writing:**		**Maths:**	
63	81	59	78	61	81
78	81	67	77	60	73

Phonics:

Class: 68%

Pupil Premium: 88%

EYFS:

72 % of class reached GLD

71 % of PP children reached GLD