

Pupil premium strategy statement – Park Hill Junior School

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	247
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026 2025-2026 will be the third year of this plan.
Date this statement was published	December 2023
Date this statement was last reviewed	November 2025
Date on which it will be next reviewed	July 2026
Statement authorised by	E Biggs
Pupil premium lead	A Griffiths
Governor / Trustee lead	Sue Casey Rachael Jenkinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,240
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year (2025-2026) <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>	£24,240

Part A: Pupil premium strategy plan

Statement of intent for 2023-2026

Our objective at the Park Hill Thorns Federation is that all pupils, irrespective of background, are able to become successful confident learners and responsible compassionate individuals. The focus of our pupil premium strategy is to support disadvantaged children to achieve that mission.

We maintain a very good understanding of individual pupils within our schools and have a clear awareness of the challenges that are faced by our vulnerable pupils and their families. Within that, we aim for children who are eligible for pupil premium to achieve success within their learning – most usually by achieving at least age-related expectations every year and at the end of each key stage- and that they grow in confidence by making good progress whatever their starting point. We also seek to support children's emotional wellbeing and to broaden experiences by ensuring that all children can take part in all aspects of school life and that financial constraints in the home do not stop children building their cultural capital within school.

Quality first teaching and learning, as outlined by [the Educational Endowment Foundation's guide to the pupil premium](#), is at the core of our strategy to support disadvantaged students by promoting high expectations for teaching and learning. High-quality teaching is the mainstay of our approach as we believe that excellent teaching enables all children to make progress. This has repeatedly been shown to have the biggest impact on outcomes for disadvantaged pupils and their peers and is therefore the focus for most of our strategic plans. Sometimes, a more individualised programme of support is needed following diagnostic assessments and this is included within the scope of our strategy. We understand the importance of supporting pupils through research-informed direct and targeted interventions strategies to ensure any gaps in key academic learning are addressed. We also know that some of our pupils face additional challenges such as experiencing bereavements or difficulties within families which mean that they may find it harder to maintain emotional wellbeing and build the resilience which supports educational success. We have therefore built the offer of additional support for children's wellbeing in to our strategy.

This strategy has been carefully considered and planned by the senior leadership team, so that it is responsive to the direct challenges and needs of our school community. To make sure that this strategy remains effective we will ensure that disadvantaged pupils remain high profile and that all staff are fully committed to striving for the best outcomes of this group; ensure that any intervention is timely and appropriate and that strategies are monitored at regular points and adapted as necessary.

Challenges

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

Challenge number	Detail of challenge
1	Standardized assessments of children in the previous academic year showed a much higher percentage of children not meeting age related expectations in reading, writing and maths.
2	Discussions and observations with children and parents indicate under developed oral language skills and vocabulary gaps among many of our disadvantaged pupils. In general, these are more prevalent among our disadvantaged pupils than their peers.
3	Analysis of our Special Educational Needs register shows that 41% of children who are eligible for pupil premium also have special educational needs including some with an Education Health Care Plan. This provides additional barriers to education and means that some children's attainment and progress will look different to their peers. These children need access to the highest quality teaching
4	Our attendance data for last year showed that attendance of pupils eligible for pupil premium was 4.2% lower than for all children. The attendance of pupils with FSM is lower than national average and children eligible for pupil premium were more likely to be "persistently absent." This is negatively impacting some children's progress and attainment
5	Discussions and observations with children and parents indicate that children are struggling more with their social and emotional mental health which impacts on their readiness to learn.

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
For the majority of children in receipt of pupil premium to meet age related expectations at the end of the year in reading, writing and maths.	75% of children to meet age related expectations at the end of the year in internal or national measures Discussions at pupil progress meetings evidence that disadvantaged pupils are

	making expected progress
For all children in receipt of pupil premium to be making good progress irrespective of their starting points.	75% of children to be making good progress judged by internal or external data Discussions at pupil progress meetings evidence that disadvantaged pupils are making expected progress
For all pupil premium children to be able to take part in the full range of school events and activities	Enhanced curriculum monitoring (completed in January each year) to show all pupil premium children to be taking part in clubs and at least 50% to be learning a musical instrument
For all children in receipt of pupil premium to have their emotional wellbeing needs identified and supported	Higher levels of wellbeing demonstrated through: SDQ used in Year 6, and pupil surveys used in all years. The attendance of pupil's eligible for pupil premium to be over 95% by the end of 2026
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Working with and supporting parents to improve attendance. Where there are persistent absence or attendance concerns, parent engage with school through regular meetings (including attendance plans and early support processes.)
For all children in receipt of pupil premium to be making good progress with their speaking and listening skills, irrespective of their starting points.	Observations from learning walks Discussions in pupil progress meetings

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: £ [12,420]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To develop our teaching and learning policy to embed high-quality teaching and learning within all subjects</p>	<p>The EEF toolkit concludes that “ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.”</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/math-ks-2-3</p>	<p>1, 2, 3, 4</p>
<p>To develop the children’s oracy skills through working with Voice 21</p>	<p>The EEF toolkit concludes that: “There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.”</p> <p>“On average, oral language approaches have a high impact on pupil outcomes of 6 months additional progress”</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://voice21.org/why-oracy-matters/</p>	<p>1, 2, 5</p>

<p>To improve attendance through regular monitoring, working with children and parents</p>	<p>The EEF rapid attendance interventions states that: “Research has found that poor attendance at school is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.”</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	<p>1, 4</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ [5,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Volunteer to support identified readers in Year 3	The EEF review found that reading comprehension strategies had a positive impact on learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1
1:1 And small group interventions for learning	https://educationendowmentfoundation.org.uk/networks/eef-regional-support/campaigns/making-best-use-of-teaching-assistants	1, 3,

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

Budgeted cost: £ [6,820]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional counselling time	The EEF found that prioritising social and emotional learning had a positive impact on learning. https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning	5, 3
Providing a free club and musical instrument lessons for all children	The EEF review of arts participation states - 'the impact of arts participation on academic learning appears to be positive...Improved outcomes have been identified in English, mathematics and science learning.'	5, 4

eligible for pupil premium		
Training more staff in the Warwickshire Early Support approach	The DfE report on improving school attendance: https://www.gov.uk/government/publications/schoolattendance/framework-for-securing-full-attendance	1,2,3,4,5

and then running a greater number of Early Support family support meetings	attendanceactions-for-schools-and-local-authorities recommends resourcing attendance appropriately (including through the use of pupil premium money) and also recommends liaising with other agencies who are supporting children and families and communicating effectively with families – both of these activities work towards these. Embedding the principles of good practice set out in the DfE's guidance on working together to improve school attendance	
Purchasing support from the Warwickshire Attendance team		

Total budgeted cost: £ 24,240

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Research shows that oracy supports children with their metacognition, well-being, fosters their self-esteem and improves academic outcomes. School staff received training from Voice 21 and successfully began to implement oracy strategies in all classrooms.

Feedback from the Voice 21 In School Consultancy Day in July 2025 was that common approaches to oracy are more visible in lessons and planning and staff have seen an improvement in students' social skills. This will continue next year.

1:1 and small group academic interventions were successfully implemented resulting in small steps of progress, increased pupil confidence and achievement in Reading and Maths.

25% of children receiving pupil premium accessed the school counsellor this academic year and staff and parents reported improvements in their emotional well-being.

Identified children were also supported by our learning mentor and referrals were made to RISE mental health services. Pupil well-being has remained a high priority throughout 2024-2025 and this is ongoing. Monitoring showed disadvantaged pupils accessed clubs and music lessons and we will continue to promote these next year.

More staff members are trained in offering Early Support so the school has more capacity to offer support to more families. Attendance for pupil premium children was slightly lower than attendance for all children so this continues to be a barrier. Positive relationships were established with families and Early Support and targeted in school attendance plans were successful. Staff will continue to work with families to improve attendance this year.

There was a statistically small cohort for Y6 SATs assessments in 2025 and a high percentage of SEN which provided additional barriers. Results for disadvantaged pupils showed that reading, writing, maths and grammar scores were below national. Grammar, Reading, Writing and Maths scores for all pupils were above national. This data shows the positive outcomes as a result of our focus on developing high quality teaching and learning and we will continue to focus on improving outcomes for disadvantaged pupils. There are still some pupil premium children who did not achieve the end of year expectations for Writing so support will continue for these areas through the work on Oracy and our high-quality teaching and learning policy. There were some pupil premium children who did not achieve the end of year expectations for Maths so support will be put in place by further developing our teaching and learning policy to embed high-

quality teaching and learning.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year

N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)