



## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Parkgate Primary School
Number of pupils in school	184
Proportion (%) of pupil premium eligible pupils	8.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2025 - 2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Andrew Hutchings
Pupil premium lead	Andrew Hutchings
Governor / Trustee lead	Suzanne McNee

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,755
Recovery premium funding allocation this academic year (from DofE)	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£25,755

# Part A: Pupil premium strategy plan

## Statement of intent

At Parkgate Primary School, our key objectives are to raise the attainment for those in receipt of pupil premium grant (PPG) and continue to diminish the difference between themselves and their peers. We are committed to ensuring that children within all pupil groups achieve their full potential, regardless of their background or identified as 'disadvantaged'.

Our ultimate objectives for pupils in receipt of PPG are that:

1. Attainment at the end of KS2 at least achieves their own projected target.
2. Their attainment in English and Maths at the end of KS2 is in line with, or better than non-disadvantaged pupils.
3. They will acquire knowledge and skills in a broad range of subjects so as to maximise learning and future life opportunities.
4. Where pupils who are in receipt of the PPG, and also have identified SEND, provision will be carefully considered to meet all needs.
5. Attendance of identified pupils is improved.
6. They will be equipped with skills and understanding of mental processes and wellbeing strategies to enable them to build resilience and navigate through difficult life situations.

As a school we ensure that:

- There is a clear focus on Quality First Teaching
- Staff are aware of children and their needs
- Children in receipt of pupil premium grant (PPG) are carefully monitored
- Gaps are identified and addressed
- All staff have high expectations, and this is monitored
- All staff employ an ethos where we recognise the 'whole' child and their lived experience, recognising the importance of social and emotional support

This list is not exhaustive and will change according to the needs and support, our socially disadvantaged pupils require.

Our Pupil Premium Strategy has been built upon research, as well as tried and tested strategies.

Good teaching and secure subject knowledge of teachers and subject leads has been identified by the EEF as having the greatest influence on outcomes for disadvantaged

pupils. For this reason, we have opportunities for subject leads to enhance their knowledge, feedback to guide and monitor provision. This is reflected in our School Development Plan which identified subject leadership as a key area for development. Thorough and careful monitoring of progress and attainment of all pupils, and specifically pupils considered to be 'disadvantaged', means that we are able to provide specific and bespoke targeted support where needed. This is reviewed throughout the year continuously to ensure that the pupils who need support receive it, and that when support is no longer required, another pupil can benefit from this.

The key principles of our plan are that;

- All spending decisions are based on research and practice.
- The pupils are at the heart of all spending decisions.
- The pupil premium grant is spent in a way that reduces barriers to learning whilst also providing any necessary support.
- The grant is spent in such a way that will maximise the child's academic potential and facilitate the best possible long-term outcomes later in life also.

## Challenges

This details the key challenges to achievement that we have identified among our pupils who are in receipt of the PPG.

Challenge number	Detail of challenge
1	Gaps in reading, writing and math's
2	Pupils may experience a high number of absences or late marks from school due to a number of factors. There may be gaps in learning due to readiness to learn.
3	Families may struggle to finance wider school opportunities that build cultural capital and support a broader understanding of subject areas.
4	Parental engagement
5	Where the reading culture is not evident in the home environment, pupils may not develop a love for reading.
6	Barriers to learning may be related to SEND.

## Intended outcomes

Below 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
Disadvantage pupils who are no longer in line to meet their target by the end of KS2 will make accelerated progress and close the gap between their expected level and their current attainment level.	The percentage of disadvantaged pupils reaching expected level in Reading, Writing and Maths in year 6 will increase from the current position
Disadvantaged learners in Year 6 will become more secure in reading, writing and maths.	The percentage of disadvantage pupils in reading, writing and maths in year 6 will increase from the current position.
Achieve and sustain improved wellbeing for all pupils in our school, particularly pupils who are in receipt of the PPG	Improved wellbeing for those identified will be evaluated using: <ul style="list-style-type: none"> <li>● Pupil Voice</li> <li>● Staff/Parent voice</li> <li>● The use of 'Care corner' on the school's website</li> <li>● Mental health projects</li> <li>● Feedback from class teachers</li> <li>● increase in participation in enrichment activities, particularly among pupils who are in receipt of PPG</li> </ul>
Increase % of attendance and punctuality for pupils in receipt of the PPG (in line or above with school's rate of 97%)	<ul style="list-style-type: none"> <li>· Attendance of these pupils will be closely monitored.</li> <li>· Improved attendance for those identified will be noted and evaluated using or including: <ul style="list-style-type: none"> <li>● first response from office staff</li> <li>● Attendance log</li> <li>● TAF/CIN/CP meetings</li> <li>● EWO letters for attendance less than 90%</li> </ul> </li> </ul>
Families may struggle to finance wider school opportunities that build cultural capital and support a broader understanding of subject areas.	<ul style="list-style-type: none"> <li>· Pupils will take part in enrichment experiences, including sports, science, drama and music lessons</li> <li>· Pupils will have opportunities to experience school trips/ residential</li> <li>· Pupils will have accessed extra-curricular activities.</li> </ul>
Improved parental engagement	<ul style="list-style-type: none"> <li>● Parents/carers will have access to regular workshops throughout the academic year</li> <li>· Communication via newsletters, google classroom, school website and Twitter/Facebook enhances engagement</li> <li>● Bi-annual parents evening.</li> </ul>

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£12,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Ensure thorough and relevant CPD opportunities for all subject leads.</b></p> <p>Additional subject lead time for curriculum subject leads to evaluate and develop the curriculum area they are responsible for.</p> <p>Annual subscriptions and programmes etc, to enhance, enthuse and immerse leaders in specific subject.</p> <p>Continue to work with the Maths Hub to take part in 'Mastering Number Fluency programme' across Key Stage 1 and Sustaining Teaching for Mastery in KS2.</p> <p>Continue to work closely with Learning Hubs and local networks to enhance provision for all pupils and develop subject knowledge through CPD for all staff where relevant</p>	<p><i>'Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socioeconomically disadvantaged pupils. Investing in high quality teaching should rightly be a top priority for Pupil Premium spending. Strategies to support this could include investing in professional development, training, support for every career teachers, and recruitment and retention. 'EEF Guide to Pupil Premium 2024.</i></p> <p>See EEF research guidance report: 'Improving Mathematics in the Early Years and Key Stage 1'  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p> <p>Mastery Learning evidence of impact shows +5 months based on a 2/5 for evidence strength according to EEF teaching and learning toolkit.  <a href="#">Mastery Learning -EEF</a></p> <p>Training for staff and tutors is essential for success. It is crucial to allocate sufficient time to train both staff and tutors, to ensure training provides structure to the tutoring, and to identify and implement improvements as the programme progresses. Impact is +5 months  <a href="#">Peer tutoring – EEF</a></p>	<p>1, 3, 4, 5, 6,</p>

<p><b>Whole school curriculum projects that possibly involve a theatre company, musicians, and cross curricular work etc.</b></p> <ul style="list-style-type: none"> <li>• Theme days to promote specific subjects</li> <li>• Pantomime and Chester Zoo trips (Autumn and Summer Term)</li> </ul>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Impact is +3 months.</p> <p><a href="#"><u>Arts Participation- Education Endowment Foundation EEF</u></a></p> <p>A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates. Impact is +5 months</p> <p><a href="#"><u>Collaborative learning approaches- Education Endowment Foundation</u></a></p>	
<p><b>Improve progress rates for children with social and emotional issues across all subjects</b></p> <p>PSHE/SMSC/Mental health activities, address issues in lesson time or additional time</p> <p>Care Corner on the school's website promotes this for both children and their families</p> <p>Specific parental courses. E.g. 123..Magic</p>	<p>Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning. Impact is +4 months</p> <p><a href="#"><u>Behaviour Intentions - EEF</u></a></p> <p>Parental involvement aims to develop parental skills such as literacy or specific intense programmes for families in crisis. Impact is +4 months .</p> <p><a href="#"><u>Parental Engagement -EEF</u></a></p>	<p>1 ,2, 3 &amp; 4, 5, 6</p>

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

Budgeted cost: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>● In class and targeted support</li> <li>● In house tutoring for small groups offered to Yr 6 pupils during Autumn &amp; Spring Term</li> <li>● Tutoring for small groups (1:3 or 1:4) will be offered in maths and/or English.</li> </ul>	<p>According to the EEF:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>“Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness. Impact is +4 months”</p> <p>Small group tuition – EEF</p>	<p>1, 3, 4, 5, 6,</p>
<ul style="list-style-type: none"> <li>● Homework club focuses and fosters a good work ethic.</li> </ul>	<p>Some pupils may not have a quiet space for home learning. It is important for schools to consider how home learning can be supported.</p> <p>Impact +5 months</p> <p><a href="#">Homework -EEF</a></p>	
<p>Curriculum resources for all children across the curriculum to use in class and at home.</p> <ul style="list-style-type: none"> <li>● easy grip pens/pencil grips</li> <li>● sloping desk</li> <li>● CGP books,</li> <li>● Topic books</li> <li>● Outdoor wear for outdoor learning</li> <li>● Resources to support fine and gross motor</li> </ul>	<p>The Ofsted consultation ‘<a href="#">Education inspection framework: inspecting the substance of education</a>’, states that schools must be ‘<i>Ensuring that all learners have access to education</i>’. By offering financial support, we are ensuring that all learners are able to access all opportunities and are not unfairly disadvantaged due to their financial position</p> <p>Individualised instruction involves providing different tasks for each learner and support at the individual level. Impact +4 months</p> <p><a href="#">Individualised Instructions -EEF</a></p>	

skills, e.g. equipment, games etc.		
<p><b>Address gaps in learning, and support learning, through a range of online resources and apps</b> e.g. MyMaths, Digimaps, Vipers Spelling Programme, Letterjoin, etc.</p> <p>(No cost within PP budget – funded through wider school budget)</p>	<p>1. Digital Technology evidence of impact shows +4 months based on a 4/5 for evidence strength according to EEF teaching and learning toolkit.</p>	
<p><b>Ensure that phonics and Early Reading approaches and effective.</b></p> <p>Phonics lead will continue to ensure that phonics teaching is high quality and monitor all pupils. Where children are not reaching the expected level, despite high quality teaching and fidelity to the scheme, pupils will receive interventions and support which is aligned with the scheme.</p>	<p>Three quarter of schools in England say poor attendance and low-reading are the biggest challenges affecting their socio-economically disadvantaged pupils 'academic achievement.</p> <p>Analysis of representative sample of 300 schools 'Pupil Premium strategy statements found that 75% cited attendance and 74% mentioned reading as the main barriers to attainment for their pupils eligible for Pupil Premium funding.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/attendance-and-reading-ke-y-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools">https://educationendowmentfoundation.org.uk/news/attendance-and-reading-ke-y-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools</a></p>	
<p><b>Ensure that Reading comprehension skills are assessed and developed through a range of resources.</b></p> <p>NFER assessment materials across the school to increase accuracy of assessment and identify steps.</p>	<p>Reading comprehension strategies evidence of impact as +6 months based on 4/5 for evidence strength according to EEF teaching and learning toolkit.</p> <p>NFER data and research is used to inform EEF. Data gathered from NFER can be used to inform the above comprehensive strategies.</p>	
<p><b>Ensure the triangulation of provision for children who are identified as having SEND and in receipt of the PPG, as well as the provision of targeted academic interventions for DA children across core subject areas.</b></p> <ul style="list-style-type: none"> <li>● Collaborative working</li> </ul>	<p>1:1 tuition and collaborative learning (which form the basis for targeted academic interventions) Impact is +5 months</p> <p><a href="#">Mastery Learning -EEF</a></p> <p><a href="#">Collaborative learning approaches- Education Endowment Foundation</a></p>	

<p>between the PP/SENDco , Senior leadership team and class teachers during pupil progress, ensuring targeted academic support is appropriate and impact measured through a range of academic interventions</p> <ul style="list-style-type: none"> <li>● Time allocation for the PP lead to develop subject knowledge as well as to monitor and enhance provision within the school setting</li> </ul>		
<ul style="list-style-type: none"> <li>● Increase parental engagement and confidence in supporting learning at home.</li> </ul> <p>Parental workshops to increase understanding of how to support pupils at home in:</p> <ol style="list-style-type: none"> <li>1. Phonics</li> <li>2. Maths</li> </ol>	<p>Within the <a href="#">EEF document</a> 'Parental engagement summary' it states that schools should provide 'more sustained and intensive support where needed', including the use of carefully planned workshops. 'Parental engagement approaches have on average, a positive impact of five months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. There is extensive evidence on the positive impact of parental engagement approaches.'</p> <p>The EEF states that 'Mastery learning appears to be a promising strategy for narrowing the attainment gap. Low-attaining pupils may gain one or two more months of additional progress from this strategy than high-attaining students.'</p>	

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

**Budgeted cost: £6000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>● Training for staff on specific medical conditions, e.g. diabetes, epi-pen training</li> <li>● Social and Emotional/Pastoral Support</li> </ul>	<p><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Social and emotional learning</a></p>	1, 2, 3, 4, 5, 6
<ul style="list-style-type: none"> <li>● Ensure all pupils are able to access all school trips, curriculum activities, residentials and workshops offered throughout the school.               <ul style="list-style-type: none"> <li>- Subsidised payments</li> </ul> </li> </ul>	<p>The Ofsted consultation 'Education inspection framework 2019: inspecting the substance of education', states that schools must be 'Ensuring that all learners have access to education'.</p> <p>By offering financial support, we are ensuring that all learners are able to access all opportunities and are not unfairly disadvantaged due to their financial position</p>	
<p>Increase attendance rates for DA children to be in line or above with school's rate of 96.5%</p> <ul style="list-style-type: none"> <li>● First day response provision- office staff follow up quickly on absences</li> <li>● Office staff employed to monitor pupils attendance (EWO supports)</li> <li>● CIN &amp; CP meetings to support families</li> <li>● Celebrate and recognise the achievements of pupils who achieve 97% and above.</li> </ul> <p>Gold 100%, Silver 99% and Bronze 97%</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p>	

Subscriptions / educational resources		

**Total budgeted cost: £26,000**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

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

#### Gaps in reading, writing and maths

Outcome: % Of children who obtain expected levels at the end of KS2 2025

	<i>DA children (3)</i>	Non-DA children	National
Reading	100%	100%	75%
Writing	33%	89%	72%
Mathematics	100%	94%	74%
SPAG	33%	100%	73%

The greatest gap in attainment between pupils in receipt of PPG and those who are not, is writing. We are aware that this percentage figure represents a small number of pupils, and the majority were boys. From this, modelled texts were changed for this cohort, thus engaging these reluctant writers in specific language and presentational skills.

#### Impact

Positive pupil voice (particularly from the boys) about the changes made to the writing curriculum in Y6.

#### A high number of absences from school due to a number of factors

% Attendance to date (2024-2025)

Non-DA children	<i>DA children</i>	<i>Whole school</i>
96%	95%	96%

Some specific cases are medical related and social emotional factors. These are being addressed through internal and external processes/programmes. There has been an increase in attendance for DA pupils from the previous year.

#### Barriers to learning maybe related to SEND

Some of our PP children also have SEND barriers as well. These are being addressed using QFT (Quality First Teaching), in class support, specific literacy or maths

intervention and timetabled SALT programmes. The SEND coordinator and SLT team work closely with the PP lead to ensure that the children's needs are being met. In addition, staff continue to have 'up-to date' medical training throughout the academic year.

### **Wider school opportunities**

Throughout the year: -

A sports coach is continuing with curriculum lessons and provide weekly after school clubs for both Reception, KS1 and KS2, throughout the year. This includes football, tag rugby, hockey, netball, fencing, lacrosse, netball, and athletics.

Gymnastics- a local coach provides weekly group gymnastics lessons in school.

Music tuition - Ukulele group and individual tuition for piano, keyboard, guitar, trumpet and singing group.

Drama groups- group tuition

Choir- Lunchtime group- visits to local residences throughout the year bringing musical cheer.

Science- 'Mad Science' 10-week programme.

Annual residentials including 'Tattenhall', 'Hothersall Lodge' and 'Plas Caerdeon'

Individual class trips to 'Riveracre Valley', Ness gardens, Western Approaches, World Museum, Museum of Liverpool, Seacombe Lighthouse, Ruthin Jail & Chester Cathedral.

Workshops- Toy making, 'Becoming a good writer' (all classes)

Whole school trips- A Pantomime visit The Gladstone Theatre and Chester Zoo.

### **Parental Engagement**

Parents can attend up to two workshops per class. Both parents and children attend the workshop together and class teachers facilitate practical workshops to enhance the children's learning, e.g. practical maths, how to become a writer or create an artefact, e.g. a Tudor house, Chinese New Year decorations etc.

Biannual parent meetings are face to face. Parents have access to class emails.

The PTA have been able to fund-raise more events for both the children and their parents. Events have included a Christmas and Summer fair, Chocolate Bingo, children's discos, whole school trips, etc. In addition, school resources such as specific reading schemes/books and computing equipment and teaching resources have been bought by the PTA.

School Bulletins every week to promote home/school links. Instagram, Facebook Google classroom and Tapestry continue to engage the parents in school life. The school advertises in the local magazine, promoting children's achievements and learning.

## Externally provided programmes

Programme	Provider
Read Write Inc	- Ruth Miskin Training
Vipers Spelling Programme	
Phonics Virtual classroom	
Grammarsaurus	Grammarsaurus Ltd
Letter Join	Green and Tempest Ltd.
Music & Computing Curriculum	Kapow Primary
NATRE	National Association of Teachers of RE
Out of the Ark (songs for schools)	Out of the Ark
Online learning journal	Tapestry