



'Opening the Gate to Success'

## Parkgate Primary School Pupil Premium Strategy statement 2024/25

This statement details our school's use of pupil premium Grant to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the Grant 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 The Futures Trust
Number of pupils in school	696
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/25 – 2026/27
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Zoe Richards
Pupil premium lead	
Governor / Trustee lead	Carol Blair

### Grant overview

Detail	Amount
Pupil premium Grant allocation this academic year	£ 243,543.00
Pupil premium Grant carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£243,543.00</b>

# Part A: Pupil premium strategy plan

## Statement of Intent

Pupil Premium Grant is a vital resource that helps ensure every child, regardless of their background, has access to the best possible education. At Parkgate, we are committed to supporting all children and providing the best possible education for all. Children from disadvantaged backgrounds are further provided both academic and emotional support to help them thrive. The Grant enables us to offer tailored interventions, resources, and opportunities that promote inclusion and ensure that every pupil can reach their full potential. We are driven by the core values of challenge, resilience, aspiration, and pride, which are woven into our curriculum. Through these values, we aim to inspire all children to overcome obstacles, set high expectations for themselves, and take pride in their learning journey. Pupil Premium Grant plays a crucial role in making these ambitions a reality for every child in our care, allowing them to open their won 'Gate to Success'.

At Parkgate, we firmly believe that every child should receive the same opportunities to succeed, regardless of their background. However, we understand that children in receipt of 'Pupil Premium Grant' may face unique challenges that can impact their learning and overall well-being. These challenges can include a range of factors such as family complexities, financial difficulties, and limited access to additional resources or enrichment activities. Some children may experience instability at home, including issues like parental separation or housing concerns, which can affect their emotional and academic development. Others may lack the support or resources needed to fully engage in their education outside of school, such as access to books, technology, or extracurricular activities. At Parkgate, we are dedicated to addressing these barriers by offering tailored support that helps these children overcome obstacles and achieve their full potential, ensuring they have access to the same opportunities as their peers.

At Parkgate, we are committed to ensuring that all children, regardless of their background, have no 'barriers to learning'. We believe that every child has the right to an exceptional education, and we are dedicated to providing the support and resources, working tirelessly to remove obstacles that may stand in their way, to enable them to succeed. Our pupils are cared for by a skilled and passionate team of teachers and support staff who work tirelessly to meet the individual needs of each child, offering guidance, encouragement, and tailored interventions. Through our carefully crafted curriculum, we ensure that learning is both challenging and engaging, designed to foster curiosity, creativity, and a love of learning. Our curriculum is not only academically rigorous but also nurtures emotional growth, resilience, and aspiration, empowering every child to reach their full potential and take pride in their achievements. By embracing the values of the Futures Trust, we are proud to offer a learning environment that empowers every child to 'Build Brighter Futures', where all pupils can thrive and reach their fullest potential.

Our strategic approach to the use of additional Grant at Parkgate Primary will dovetail closely with the EEF Guide to Pupil Premium published in June 2019. [Pupil Premium Guide | Education Endowment Foundation | EEF.](#)

Progress in this plan will be monitored and evaluated regularly at SLT, every LGB meeting and The Futures Trust Academy Improvement Board.

## Vision and Values

The school vision and values are at the heart of everything we do, guiding our approach to education and ensuring that every child is supported, challenged, and inspired to achieve their full potential in a safe and inclusive environment.

<b>Our Vision</b> - what we want our school to be
<ul style="list-style-type: none"><li>~ Warm, Welcoming and Caring</li><li>~ Exciting and Inspiring</li><li>~ A promoter of healthy bodies and minds</li><li>~ At the heart of the local community</li></ul>

<b>Our Values</b> - how we will act and behave
<ul style="list-style-type: none"><li>~ Professional and approachable</li><li>~ Inspirational role models</li><li>~ Effective team players</li><li>~ Aware of the physical and mental well-being of everybody</li></ul>

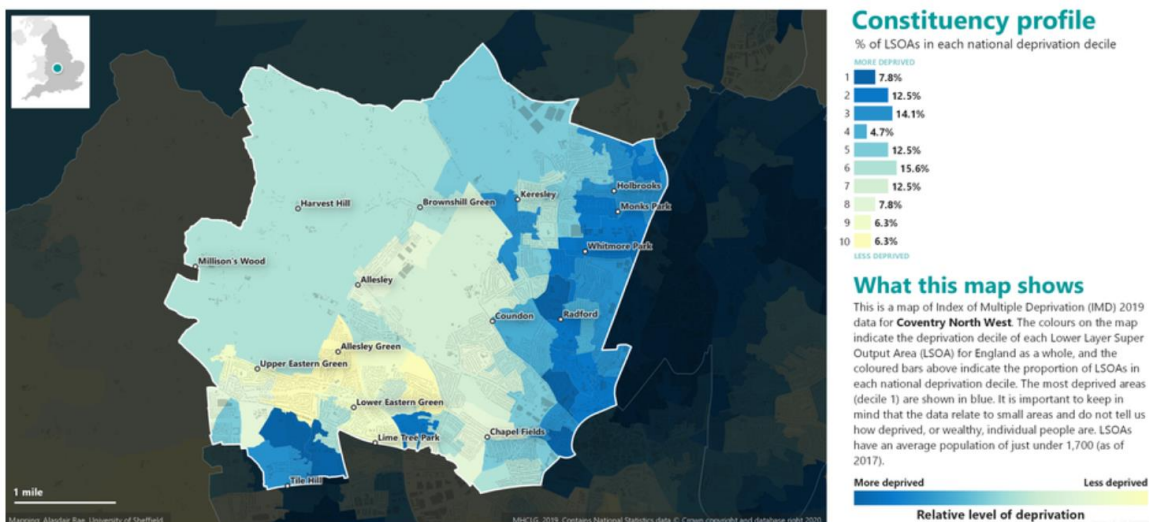
These are also complemented by The Futures Trust values of:

1. **Learners First** – teachers and leaders totally focused upon the educational benefit of our students
2. **It's About Learning** – students, teachers and leaders focused upon developing and improving their learning and development
3. **No Barriers** – no excuses, only support to ensure students, teachers and leaders maximise their achievements.

## School Context

Parkgate Primary School is situated in Holbrooks, north of Coventry. A welcoming three-form entry primary school for children aged three to eleven, situated in a diverse and thriving community. The school serves a wide range of students, many of whom face challenges associated with social and economic deprivation. The school has a deprivation score that sits in the lowest quartile of deprivation nationally. This reflects the socio-economic challenges some families face, and we are dedicated to offering the support needed to overcome these barriers.

### COVENTRY NORTH WEST

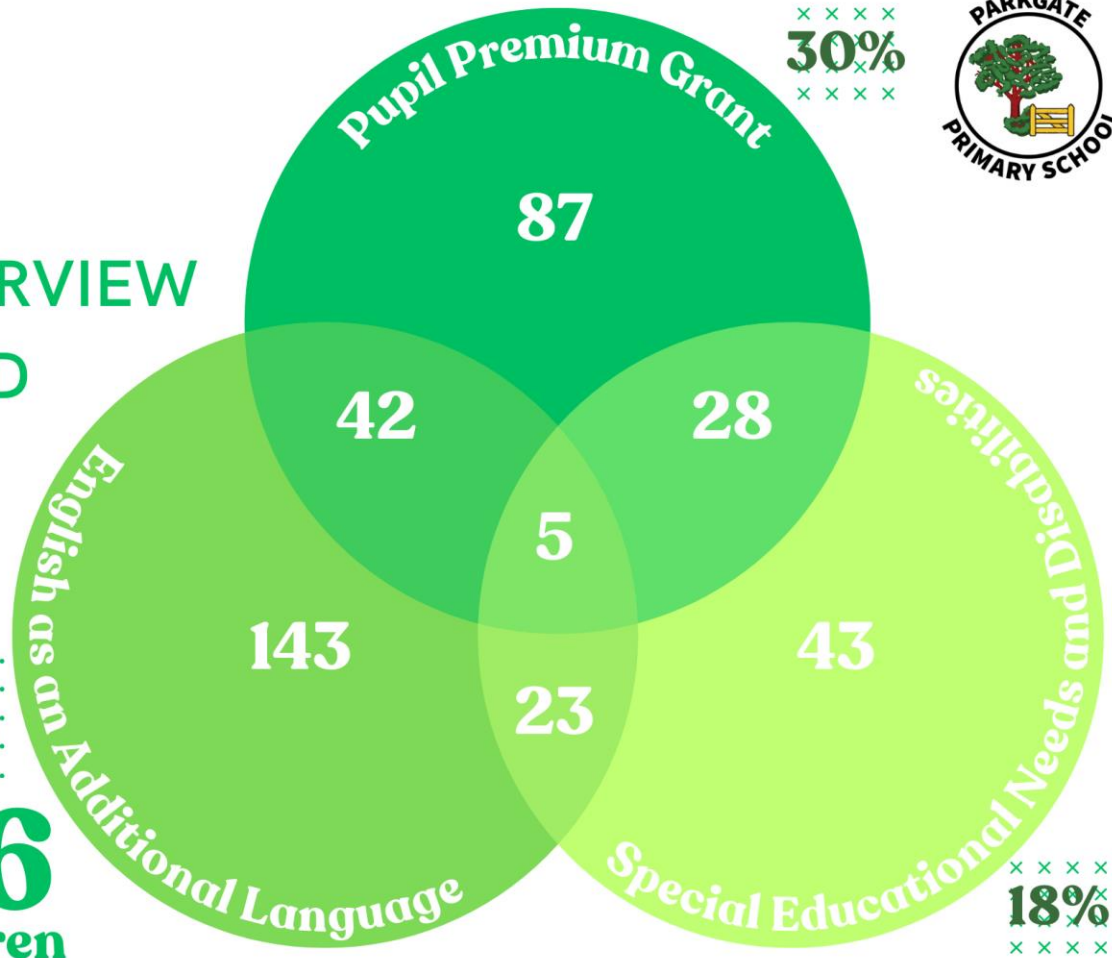




30%



# AN OVERVIEW OF NEED



39%

**Y1-6**  
546 children

18%

## Year 1 – Year 6

162 (30%) of children in the school are in receipt of Pupil Premium Grant.

87 (54%) of those are just in receipt of the Pupil Premium Grant children

42 (26%) of children in receipt of Pupil Premium Grant also have English as an Additional Language.

28 (17%) of children in receipt of Pupil Premium Grant also have Special Educational Needs.

5 (3%) of children in receipt of Pupil Premium Grant also have English as an Additional Language **AND** Special Educational Needs.

The percentage of pupils (N-Y6) with English as an Additional Language (EAL) is nearly twice the national average (43%), reflecting the rich cultural diversity within our school. Children with English as an Additional Language (EAL) can face several challenges in a primary school setting, which may impact their learning and social integration.

At the heart of our approach to supporting children in receipt of Pupil Premium Grant is the commitment to ensuring that every child has equal access to opportunities, regardless of their background or circumstances. The focus is on addressing the specific challenges these children may face—be it academic, social, or emotional—by providing tailored support to help them reach their full potential.

This approach is rooted in a belief that no child should be held back by disadvantage, and it aims to remove barriers to learning. At the core of this is a strong, inclusive ethos that promotes equality, resilience, and aspiration. Key elements include:

1. **Personalised Support:** Every child in receipt of Pupil Premium Grant is considered as an individual, with specific needs, strengths, and challenges. Teachers and support staff work closely with pupils to provide targeted interventions, whether through additional tutoring, speech and language support, or emotional well-being programs.
2. **High-Quality Teaching:** Ensuring that all pupils, particularly those eligible for Pupil Premium Grant, have access to high-quality teaching is crucial. This may involve providing further professional development for staff, implementing evidence-based strategies, and maintaining smaller class sizes or additional teaching support to cater to individual needs.
3. **Emotional and Social Support:** Recognising that children from disadvantaged backgrounds may face challenges outside of school, such as instability at home or financial struggles, schools provide emotional and social support to build resilience and confidence. This may include counselling, social skills groups, or extra-curricular activities that help children feel safe, valued, and included.
4. **Enrichment Opportunities:** To help level the playing field, schools often use Pupil Premium Grant to provide opportunities that might otherwise be inaccessible, such as extracurricular activities, trips, or access to technology and learning resources at home. These opportunities encourage the development of well-rounded, curious, and engaged learners.
5. **Family and Community Engagement:** Working closely with families is vital to ensure the support provided extends beyond the classroom. Schools often engage with parents and carers to understand the wider context of each child's life, offering guidance, support, and resources to improve outcomes both in and outside of school.
6. **Rigorous Monitoring and Evaluation:** The impact of Pupil Premium interventions is carefully monitored to ensure that the support is effective and making a difference. Regular assessments help track progress, adapt strategies, and ensure that children are receiving the best possible support to overcome barriers and achieve their potential.

By focusing on these areas, we feel our approach to supporting children in receipt of Pupil Premium Grant ensures that every child is given the resources, encouragement, and opportunities needed to succeed academically, socially, and emotionally.

# Challenges

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

Challenge number	Detail of challenge
1	<p><b>Speech and Language / Language Acquisition</b></p> <p>Many of these children have limited exposure to rich language experiences outside of school, which can impact their ability to understand and use language effectively. This can affect not only their academic progress but also their confidence and ability to communicate socially with peers and teachers. Early difficulties in language acquisition result in gaps in literacy skills, which may become more pronounced as children progress through the school.</p>
2	<p><b>English – Phonics</b></p> <p>In Early Years Foundation Stage, for some children, particularly those in receipt of Pupil Premium funding, early phonics can present a significant challenge. These children may have limited access to early literacy experiences at home, which can impact their ability to hear, recognise, and manipulate sounds in words.</p>
3	<p><b>English Reading and Writing</b></p> <p>Reading and Writing are significant challenges due to limited access to books and language-rich experiences outside of school, which impact on children’s vocabulary development and comprehension skills. Children also struggle with expressing themselves clearly and confidently, both verbally and in writing, which affects their ability to fully participate in lessons and develop the communication skills necessary for academic and social success.</p>
4	<p><b>Access to Technology</b></p> <p>Technology issues result in children not having the necessary devices or internet connection to complete home learning, engage in online learning, or develop digital literacy skills. Without access to these essential resources, children have potential to fall behind in both their academic progress and the development of crucial skills needed for future learning and employment opportunities.</p>
5	<p><b>Attendance and Persistent Absence</b></p> <p>The data shows that disadvantages children attend less regularly, and have a higher percentage of late marks than those of their peers who are not disadvantaged. Prolonged absence can lead to gaps in knowledge, reduced social interaction, and a lack of consistency in building relationships with peers and teachers, which can impact their overall academic achievement and well-being.</p>
6	<p><b>Wellbeing and Mental Health</b></p> <p>School data highlights that many children have experienced trauma, such as family disruption or loss, which can affect their emotional stability and ability to focus. These challenges can manifest in difficulties with concentration, behaviour, and social interactions, making it harder for them to engage fully in their learning and reach their academic potential.</p>

## 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
<p><b>Speech and Language / Language Acquisition</b></p> <p>Improve oral language skills and vocabulary among disadvantaged pupils.</p>	<p>To close the gap by the end of EYFS so that PP achieve in line with non-PP (within the areas of listening and attention and understanding).</p> <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>New Oracy framework (1<sup>st</sup> year of implementation) strategies embedded throughout every lesson.</p> <ul style="list-style-type: none"> <li>- Pupils make accelerated progress</li> <li>- Children can articulate their learning over time and can express an opinion in relation to it.</li> <li>- Children can talk about their futures and have aspirations for what they would like to achieve.</li> <li>- Children can talk in front of their peer group using subject specific vocabulary.</li> </ul>
<p><b>English – Phonics</b></p> <p>Increase the proportion of children passing the phonics screen in Year 1 and Year 2</p>	<p>To be at least in line with national expectations and increase the average pass mark.</p>
<p>Increase the average score for DA pupils in the phonics screening assessment (<i>in Year 1 and Year 2</i>)</p>	<p>For those children who do not meet the expectation, we expect to see significant progress in their scores over time.</p>
<p><b>English – Reading</b></p> <p>Reduce the gap between chronological reading age and actual reading age between the end of Year 2 and end of Year 6</p>	<p>The majority of children to meet ARE at the end of each Key Stage and for the gap between PPG and non-PPG to further diminish both ant school and national level (over time)</p>
<p>Embed and monitor the impact of Intense reading programmes in Key Stages 1 and 2, to ensure that ALL children can access the curriculum fully.</p>	<p>Embed robust systems for monitoring the quality of provision and impact of all(<i>in place for</i>) targeted interventions. (<i>which will demonstrate rapid gains in attainment and progress over time</i>)</p>
<p>Increase the proportion of DA children achieving Age Related in Reading SATs in Year 2 and Year 6</p>	<p>To be at least in line with national expectations and demonstrate a further, significant reduction in the gap between PPG and non-PPG funded pupils.</p>
<p>Increase the proportion of more able children reaching Greater Depth at the end of Key Stages 1 and 2.</p>	<p>More children achieving Greater Depth through targeted intervention.</p>

<p><b>English - Writing</b></p> <p>Increase the proportion of DA children achieving Age Related in Writing across the school through targeted intervention and support.</p>	<p>To be at least in line with national expectations and demonstrate a further, significant reduction in the gap between PPG and non-PPG funded pupils.</p>
<p>Increase the proportion of DA pupils to achieve (<i>more able children reaching</i>) Greater Depth at the end of Key Stages 1 and 2.</p>	<p>More children achieving Greater Depth through targeted intervention and demonstrate a reduction in the gap between PPG and non-PPG funded pupils.</p>
<p><b>Access to Technology</b></p> <p>For all children to have equal access to technology to enhance the curriculum offer through additional resources such as laptops, chrome books or iPads</p>	<p>All children will have access to their own online learning platform and will have a device available for them to access their learning at school and at home. This will children the opportunity to overlearn learning from the school day and the ability to access a wide range of resource to enhance their knowledge and skills.</p>
<p><b>Attendance and Persistent Absence</b></p> <p>To achieved and sustain improved attendance for all pupils, particularly for our disadvantaged pupils and for (our disadvantaged children) this group of learners to be in line with non-disadvantaged children.</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall unauthorised absence rate for all pupils will fall below national</li> <li>• the percentage of al pupils who are persistently absent being below national and the figure among disadvantaged pupils being no more also being below national</li> <li>• ensuring the attendance of disadvantaged pupils is above 96.1%.</li> </ul>
<p><b>Wellbeing and Mental Health</b></p> <p>Overcoming Barriers team provide targeted support to those disadvantaged learners whom this area provides a barrier to their learning. The team will focus on the development of individuals with the emotional skills and resilience, which will support pupils wellbeing and ensure they are fully engaged in school.</p>	<p>Sustained high levels of wellbeing by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in incidents recorded on CPOMs</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantage pupils.</li> <li>• children will be identified based upon SEMH needs and possible external agencies support e.g. Early Help Plans.</li> <li>• specific social and emotional support provided for identified individuals and their families</li> <li>• pupils and parents' questionnaire reg. feeling safe at school will be 100% positive</li> <li>• Embedded wellness and mindfulness curriculum</li> </ul>
<p>Reduce the impact of decreased social and emotional experiences in home life on attendance, pupil attainment, progress and wellbeing through increased enrichment opportunities.</p>	<p>100% of ALL children accessing enrichment activities and trips to aid real life experiences termly.</p>



## 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: £17,045

Activity	Evidence that supports this approach	Challenge number(s) addressed
Key teaching techniques	A professional development programme built using WalkThrus is supported by evidence from cognitive science which provides a clear model for learning, ensuring highly effective professional development for all staff which draws on the work of prominent researchers and cognitive scientists including Dylan Wiliam, Barak Rosenshine, Dan Willingham, Graham Nuthall and Efrat Furst. The simplified model of learning informs all of our key teaching techniques.	1,2,3,4,5,6
Feedback	Education Endowment Foundation confirms effective CPD in metacognition that transforms teachers practice has high impact (+6mths progress) for DP.	1,2,3,5
Metacognition	Education Endowment Foundation confirms effective CPD in metacognition that transforms teachers practice has high impact (+7mths progress) for DP.	1,3,6
Intrinsic motivation	Education Endowment Foundation confirms effective CPD in metacognition that transforms teachers practice has high impact (+7mths progress) for DP.	1, 2, 3, 4, 5, 6
Early Years Consultancy	CPD to support practitioners to develop and improve the low levels of language of DP children with aged 3-4years of age	1, 2, 3
CPD leadership	Ensuring that raising attainment of DP is a whole school priority, all leaders are effective in their ability to drive improvement in order to impact on outcomes.	1, 2, 3, 4, 5, 6
Reading comprehension and assessment strategies	Education Endowment Foundation confirms effective CPD in the teaching of and development of reading strategies that transforms teachers practice has high impact (+6mths progress) for DP.	1, 2, 3, 4, 5
CPD – Oracy – Voice21	Education Endowment Foundation confirms effective CPD in the teaching of vocabulary has high impact (+6mths progress) for DP.	1, 2, 3, 4, 5, 6

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

Budgeted cost: £173,598

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accelerated Reader -	Education Endowment Foundation, DfE confirms that phonics intervention has high impact (+5mths progress) for DP.	1,2,3,5
Reading Plus (Year 5 EEF trial)	Education Endowment Foundation, DfE confirms that reading comprehension strategies has high impact (+6mths progress) for DP.	1,2,3,4,5
Literacy Gold	Education Endowment Foundation, DfE confirms that reading comprehension strategies has high impact (+6mths progress) for DP.	1,2,3,4,5
Early literacy skills – Scribble, Drawing and Curious Quests	Education Endowment Foundation, DfE confirms that oral language interventions has high impact (+6mths progress) for DP.	1,2,3,4,5
Mastering number (whole class interventio) £70,000	Education Endowment Foundation, DfE confirms that mastery learning has high impact (+5mths progress) for DP.	1,4
Speech therapy intervention	Education Endowment Foundation, DfE confirms that oral intervention has high impact (+6mths progress) for DP.	2
Reading Club (once a week)	Education Endowment Foundation, DfE confirms that reading comprehension strategies has high impact (+6mths progress) for DP.	1,2,3,4,5
Timetable Rockstars	Education Endowment Foundation, DfE confirms this has high impact (+4mths progress) for DP.	4,5
Clinical psychology intervention	Education Endowment Foundation, DfE confirms this has high impact (+4mths progress) for DP.	1,2,3,4,5
Teaching assistant intervention	Education Endowment Foundation, DfE confirms that phonics intervention has high impact (+5mths progress) for DP.	1,2,3,4,5
Dynamo Maths	Education Endowment Foundation confirms effective has high impact (+3mths progress) for DP.	2,3

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

Budgeted cost: £52,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 learning mentor work overcoming barriers to attendance, including targeting children who are often late to school £7,000	Education Endowment Foundation, DfE confirms parental engagement and social and emotional learning has high impact (+4mths progress) for DP.	1,5
Thrive – 1:1 and group action plan work £16,900	Education Endowment Foundation, DfE confirms social and emotional learning has high impact (+4mths progress) for DP.	1,5
Young carers £2,000	Education Endowment Foundation, DfE confirms parental engagement and social and emotional learning has high impact (+4mths progress) for DP.	1,5
Play Therapy £13,000	Education Endowment Foundation, DfE confirms parental engagement and social and emotional learning has high impact (+4mths progress) for DP.	1,5
Forest School £4,000	Education Endowment Foundation, DfE confirms parental engagement and social and emotional learning has high impact (+4mths progress) for DP.	1,5
Parkgate Promise enrichment £10,000	Ensures that all children within school have opportunity to grow in social confidence, as communicators and creative thinking through specific extracurricular opportunities.	3,5

**Total budgeted cost: £243,543.00**

## 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 2023 to 2024 academic year.

	<b>Desired outcomes – measured by</b>	<b>Outcome and impact</b>
<b>A</b>	Improved parental engagement in all events across school. A reduction in behaviour incidents and FTE for DP students. Through curriculum provision create learners who are confident, resilient and independent.	Parental engagement was improved with more parents willing to engage as a result of time away from school due to COVID. Reduction in FTE ( 0 FTE in 2023 – 24)
<b>B</b>	DP children will make accelerated progress in order to achieve in line with their non-DP peers across the curriculum.	The majority of DP children made good progress in Reading and Maths (lower in Writing) across school however, the pandemic has disproportionately affected DP, the gap needs to closed further between all pupils and DP pupils.
<b>C</b>	DP children will read consistently at home, have access to high quality interventions and, as a result, achieve in line with their peers.	Y2 phonics showed DP closing the attainment gap with all pupils. Results show that DP are below NDP in reading, writing and maths. As a result, fluency in reading and maths will be embedded across the school.
<b>D</b>	DP children have attendance in line with peers and have rich extra-curricular opportunities thus improving future aspirations.	Some improvement in Pas (in line with national) attendance. Continued focus on reducing Pas across school.

Whole school data (Aut 23 – Sum 24) – based on teacher assessment backed up by NFER Summer assessments

Reading: 8% more Pupil Premium children working at age related expectations or above compared to 1% more Non-Pupil Premium children

Writing: 3% more Pupil Premium children working at age related expectations or above compared to 4% more Non-Pupil Premium children

Maths: 5% more Pupil Premium children working at age related expectations or above compared to 0% more Non-Pupil Premium children

## Externally provided programmes

Programme	Provider
Project X Code	Oxford University Press
Rapid Read	Pearson
Reading Plus	Reading Solutions
Fluent Zoo	FluentZoo
Success for All PHONICS	FFT
Mastering number (whole class intervention on fluency)	Maths Hub
Accelerated Reader	Renaissance
Direct work with learning mentor	Thrive
Speech therapy intervention (1:1)	SALT
Dynamo Maths	Jelly James

## Further information

Through our curriculum and provision, our priority is to ensure all children are inspired, motivated to learn and ambitious for their future. To support this drive, we have allocated additional resource:

- Close learning partnership between the schools within the MAT, to share best practice, review provision and hold each other to account for the progress of DP.
- We ensure that all use of funds and intervention is underpinned by research and a secure evidence base of impact - Use evidence based small group or one to one tuition to address gaps in learning.
- Our focus on oracy throughout our curriculum (partnership with Voice 21) secures vocabulary and widens the range and complexity of vocabulary used by our DP supporting their confidence as communicators in social circumstances beyond school.
- We ensure that governors are able to determine how well the school is implementing strategies and place disadvantaged children at the heart of everything we do.
- Build positive relationships and ensure that all families are held in high regard by school staff.
- Build expertise across the teaching staff (English and Maths curriculum continuity groups, NPQSL, NPQLT robust ECT programmes)
- A pastoral strategy that develops a child personally and academically, ensuring that the impact of adverse childhood experiences are mitigated and minimised
- Relational approach to safeguarding and behaviour management weaves through the whole curriculum enabling children to self-regulate and effectively engage in learning
- A PSHE curriculum that teaches children how to learn effectively, how to self-regulate and how to manage their physical and mental health
- Recent reading CPD address difficulties with language development and comprehension.
- Parkgate Promise – enriched curriculum opportunities that ensures that all children within the school have opportunity to grow in social confidence, as communicators and creative thinking through specific extra-curricular opportunities