

Pupil premium strategy statement – Parklands Primary

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	363
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2026
Date this statement was published	November 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Laura Darley
Pupil premium lead	Laura Darley/Rose Woodcock
Governor / Trustee lead	Sue Hawkshaw

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£243,040.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£243,040.00

Statement of intent

Intent:

At Parklands Primary, we believe every child deserves an outstanding education and the chance to reach their full potential. We aim to provide a nurturing environment where every pupil can flourish and enjoy a rich, rewarding school experience. We are committed to providing all our pupils—regardless of their background or starting point—with the very best foundation for lifelong success.

Our vision is to provide every child with an exceptional education built on aspiration, high expectations, and personalisation—always guided by our ethos: *nurture, grow, succeed*. Kindness, care, and respect are at the centre of all we do, with a healthy dose of fun along the way. We encourage our children to stay curious, thirst for knowledge, nurture a love of learning, and tackle challenges with creativity and determination.

We firmly believe that every child must be equipped with the essential tools to read, write, spell, and use mathematics confidently. We recognise the importance of high-quality teaching and learning in the Early Years, with a particular emphasis on developing strong oracy skills—forming the foundation for future success. Our broad, balanced, and inclusive curriculum—covering all areas of the National Curriculum—is enriched through art, dance, drama, educational and residential visits, as well as sporting and musical opportunities.

We are deeply mindful of the challenges faced by pupils (and their families) who may be vulnerable or disadvantaged and we work tirelessly with parents, carers, and external agencies, to ensure that all pupils receive the support they need to thrive, make excellent progress and transition smoothly through each stage of their learning journey, with the skills and confidence to succeed.

Our tracking and assessment systems enable us to identify and provide appropriate challenge for all our pupils, including those eligible for funding who are identified as higher-attaining pupils and who will need additional challenge to ensure they are not at risk of underachieving. We recognise that some vulnerable pupils may not receive funding and we are equally committed to supporting and sustaining their improvement. High-quality teaching and learning underpin every aspect of our provision as this is proven to have the greatest impact on reducing the attainment gap for disadvantaged pupils and also supports the progress of non-disadvantaged pupils. Our Performance Management Objectives are designed to support and strengthen these aims.

Additional support may focus around:

- Attendance
- Physical and mental health and wellbeing
- Evidence based learning interventions to close gaps
- Financial support, for instance subsidised support to enable children to access rich, cultural experiences (Cultural Capital)

Key principles

- We believe that every child can make progress when the right support is in place. Our aim is to ensure that teaching and learning opportunities meet the needs of all pupils.
- All adults in school are equipped to provide emotional support, creating a nurturing and supportive learning environment where every child can thrive.
- Teaching staff are fully involved in analysing data and ongoing assessment information, ensuring they have a clear understanding of pupils' strengths and areas for development.
- Pupil Premium funding is allocated following a detailed needs analysis to identify priority classes, groups, or individuals. If necessary, leaders may allocate Pupil Premium funding to any pupil or group of pupils identified as being socially disadvantaged.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally
- For all disadvantaged pupils in school to reach or exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Key Stage Two

Achieving these objectives

The range of provision the governors consider making for this group include and would not be limited to:

- The provision of additional adults in class to enable teachers to work effectively and flexibly in class during whole class quality first teaching sessions
- The provision of additional adults to provide access to small group intervention led by trained teaching assistants, tutors or the class teacher
- Termly review during pupil progress meetings with oversight by the SENDCO
- The provision of experienced, trained teaching assistants to provide behaviour, nurture and emotional support within the classroom setting and during lunchtime

Our approach is pro-active and is underpinned by evidence-based research – in particular, 'The Education Endowment Foundation Teaching and Learning Toolkit.' (EEF). The approaches we adopt complement each other and support our children to achieve.

Challenges

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

Challenge number	Detail of challenge
1	Underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. In general, more prevalent among our disadvantaged pupils than their peers. (especially EYFS/KS1)
2	Low attainment on entry to EYFS in all areas but especially in listening, attention, understanding and speaking.
3	Many children continue to have a lack of enrichment experiences (which extend vocabulary) outside school.
4	A significant number of children are vulnerable to social, emotional and mental health difficulties as a result of witnessing domestic violence, living with the effects of drug/alcohol abuse and/or separation and parental mental health issues.
5	<p>Raising overall standards, particularly in reading, writing and maths and developing a love of lifelong learning:</p> <p><i>lost learning and low parental involvement around home learning (particularly exacerbated over lockdown time) continues to negatively impact on the education and wellbeing of many of our disadvantaged pupils. This has resulted in significant knowledge gaps leading to pupils falling further behind age related expectations. These findings are supported by national studies.</i></p>
6	Low attendance and frequent lateness are impacting progress, particularly among pupils from disadvantaged or hard-to-reach families.

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.

Improved progress in Reading	The majority of pupils, including those classed as disadvantaged, make good progress from their starting points and achieve national average progress scores + in reading
Improved progress in Writing	The majority of pupils, including those classed as disadvantaged, make good progress from their starting points and achieve national average progress scores + in writing
Improved progress in Maths	The majority of pupils, including those classed as disadvantaged, make good progress from their starting points and achieve national average progress scores + in Maths
Improved progress in Phonics	The majority of pupils, including those classed as disadvantaged, make good progress from their starting points and achieve national average progress scores + in the phonics screening check
Improved oral language skills and vocabulary among disadvantaged pupils.	Disadvantaged pupils demonstrate improved oral language skills and vocabulary. Assessments and observations show significant progress, backed up by evidence from lesson engagement, book scrutiny, and ongoing formative assessments.
Improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance data demonstrates improved attendance across school, particularly for those pupils identified as disadvantaged or from hard to reach families. Attendance is at National for a majority of pupils.
Social and emotional and academic support has resulted in greater learning readiness and engagement among selected pupils,	Evidence indicates that the majority of pupils with access to additional social, emotional and academic support demonstrate stronger

Artis Foundation to improve speech and language acquisition	The Artis Foundation uses creative learning through drama, music, and movement to improve speech and language skills, particularly oracy. It helps children develop vocabulary, communication, and confidence by integrating creative activities into the curriculum, which benefits all learners, including those from disadvantaged backgrounds.	
<p>Additional staff employed to support pupils progress and trained to provide specific learning programmes. Additional staffing includes the employment of a Higher Level Teaching Assistant (HLTA).</p> <p>Additional release time for the Special Needs and Disabilities Coordinator (SENDCo)</p> <p>Fund leadership release time to allow senior leaders to mentor and support Early Career Teachers</p>	<p>The EEF toolkit states that tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind</p> <p>46 children with SEN who are also FSM6 and/or CLA requiring high levels of care. EEF research states that pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and targeted support and are entitled to provision that supports achievement at, and enjoyment of, school.</p> <p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. There is also evidence that working with teaching assistants can lead to improvements in pupils' attitudes</p> <p>EEF Toolkit – TA intervention</p> <p>Evidence from DfE (2021) demonstrates that the most effective use of pupil premium funding is to improve teaching quality, leading to improved outcomes for disadvantaged pupils.</p>	<p>1,2,5</p> <p>1,2,5</p>

<p>Fund release time to ensure staff have access to excellent CPD (For instance working with a Maths and English Hub) to support improved outcomes for pupils.</p> <p>Continue to embed systematic phonics programme and replace or purchase new related reading books</p> <p>Improve the quality of social and emotional (SEL) learning and embed this approach into routine educational practices. This will be supported by professional development and training for staff.</p>	<p>Build on the progress evidenced in 2024/5. EEF evidence indicates that 5 months' extra progress can be made through effective phonics provision</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social_and_Emotional_ Learning in Primary Schools EEF</p>	<p>1,2,5</p> <p>1.2.3.4.5</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £66,560 approx.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupils who need extra support receive one-to-one or small-group tuition that builds on and supports their normal class lessons</p> <p>Provide focused intervention and group sessions, led by teachers and support staff, to address potential underachievement through pre-teaching, post-teaching, and in-class support.</p>	<p>Small group tuition has an average impact of 4 months additional progress over the year. EEF teaching and learning toolkit – small group tuition</p> <p>Research suggests that pre-teaching helps pupils by building confidence and improving understanding before a lesson, while post-teaching allows for reinforcement and practice of learned material. Both methods enhance learning outcomes by addressing gaps, and pre-teaching is particularly effective for vulnerable pupils, while post-teaching ensures skills and knowledge are solidified and retained.</p>	1,2,5
<p>Purchase of online learning resources to support progress whilst encouraging engagement and home support.</p>	<p>Homework has a positive impact on average (+ 5 months). EEF Homework</p>	1,2,3,4,5,6

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

Budgeted cost: £74,250 approx.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure food is readily available in all classes to support children having breakfast.	Breakfast can boost pupil's reading, writing and maths results by the equivalent of two months' progress over the course of a year EEF evaluation of school's breakfast clubs	1,2,3,4,5,6
Continue to engage the services of BCL to work alongside the school attendance team with hours given to attendance officer and pastoral staff to support hard to reach families and those children at risk of non-attendance.	A clear link between attendance and outcomes for pupils Gov.uk – improving attendance at school DfE Together to improve School Attendance “The evidence suggests that how SEL (Social and Emotional Learning) is adopted and embedded really matters for children's outcomes.” Sir Kevan Collins EEF prioritising social and emotional learning	1,2,3,4,5,6
Buy additional extended services including the Seacroft/Manston Cluster Services to support pupils at risk of underachieving	There are a significant number of children who are living with the effects of DV, alcohol/drug abuse, parental mental health and increased anxiety. The cluster services enable school to access to support with regard to attendance services, mental health services (play therapy and counselling) and family support. Engaging in social and emotional learning can support up to 4 months Behaviour Interventions and Learning Toolkit EEF	3,4,5,6

<p>Whole-school training focused on behaviour management and anti-bullying approaches, aimed at enhancing the school's ethos and improving behaviour across all areas</p> <p>Continue to support those children who do not engage in wider learning activities/creative opportunities outside of school and subsidise school trips and residential for those children deemed disadvantaged, to widen knowledge and experiences. This will increase opportunities and build self-esteem and enhance pupils' cultural capital by providing breadth of experiences.</p> <p>In school and wider community support for families deemed vulnerable and hard to reach and for those children at risk of disengagement and underachievement. (Including counselling for pupils and family counselling where appropriate)</p>	<p>Targeted intervention and whole school approaches to behaviour management can have positive overall effects</p> <p>Interventions Teaching and Learning Toolkit EEF</p> <p>Engagement in the arts can increase engagement and support up to 3 months additional progress. EEF teaching and learning toolkit – arts participation</p> <p>Continue to develop our provision for visits/visitors and provide funding to ensure all children can access these opportunities</p> <p>Additional progress for those pupils at risk of underachieving. EEF social and emotional learning (SEL)</p>	<p>4.5.6</p> <p>4.5.6</p> <p>1,2,3,4,5,6</p>
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Total budgeted cost: £300,810 approx.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Context:

Parklands Primary is a community school located in Seacroft, in the northeast of Leeds. The school has a Resourced Provision Unit, and a very large numbers of children with severe and complex SEND needs.

The areas immediately surrounding the school, in which most of the pupils live, are amongst the most deprived in the country. According to a recent report * 83% of its pupils were living in an area classed as being one of the 10% most-deprived areas in England. The income, employment, health, education and crime deprivation indicators are all very high. The health, employment and education deprivation indicators are particularly high.**

Figures from the January 2025 school census reveal that:

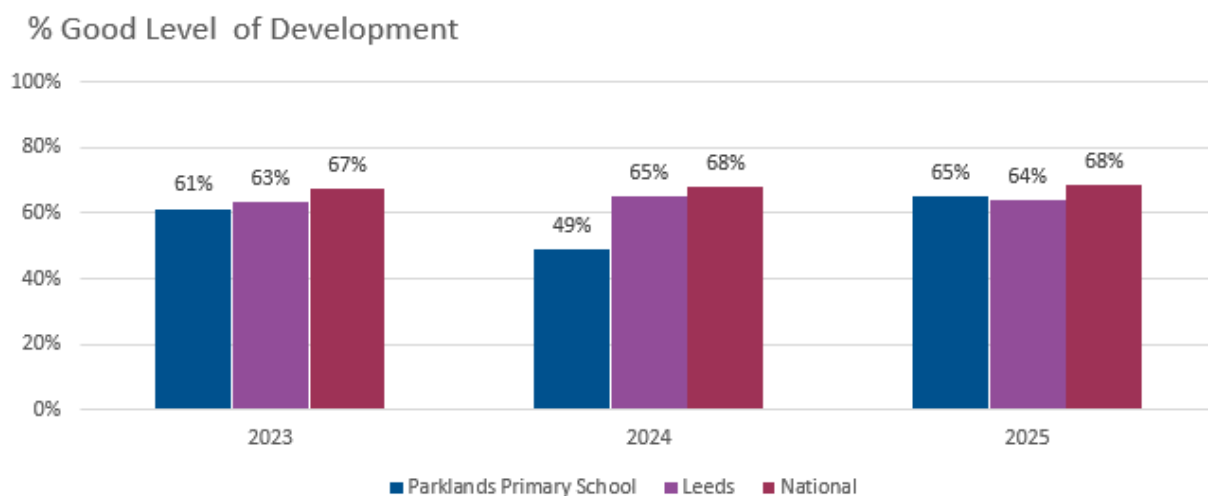
- 38% of children were eligible for Free School Meals (FSM), compared to 25% for Leeds primary Schools and 25% for state-funded primary schools nationally.
- 38% of children were from Black and Minority Ethnic (BME) backgrounds, compared to 42% for Leeds primary schools and 38% for state-funded primary schools nationally.
- 25% of children had English as an additional language (EAL), compared to 25% for Leeds primary schools and 23% for state-funded primary schools nationally.
- 25% of children had special educational needs (SEN), compared to 19% for Leeds primary schools and 18% for state-funded primary schools nationally.
- 41% of children were identified as qualifying for Deprivation Pupil Premium funding, compared to 26% for Leeds primary schools and 25% for state-funded primary schools nationally.

**An analysis of demography, deprivation and social context for Parklands Primary School', Ian Stokes Education Ltd, June 2024.*

***English Indices of Deprivation 2015*

It is essential to note that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently.

Early Years Foundation Stage Profile



Source: *Perspective Lite*, July 2025

Since the pandemic, the school's GLD figure (the percentage achieving a Good Level of Development¹ at the end of the foundation stage) has been quite volatile; ranging from as low as 40% in 2022 and 49% in 2024, to 61% in 2023 and 65% in 2025. This year's figure is 15%pts higher than last year and is in fact the joint-highest recorded at Parklands, (equalling the result achieved in 2018). Up until 2024, the national figure has remained unchanged at 68% while the Leeds figures has *fallen* by 1%pt, and both remain below their pre-pandemic highs of 72% and 66%, respectively. These national and local figures continue to provide evidence that the early development of children across the country is still being impacted by the effects of the pandemic.

This year's school figure is 1%pt *above* the overall Leeds figure and only 3%pts below national. This is in sharp contrast to last year, when the school figure was 16%pts below the Leeds figure and 19%pts below national.

EYFSP pupil group attainment

Good Level of Development	No. Children	School	Leeds	National
FSM	11	55%	46%	51%
Non-FSM	32	69%	68%	73%
Disadvantaged	11	55%	46%	51%
Other	32	69%	67%	72%
SEN	3	0%	22%	21%
Non-SEN	40	70%	74%	77%
Total in Year Group	43			

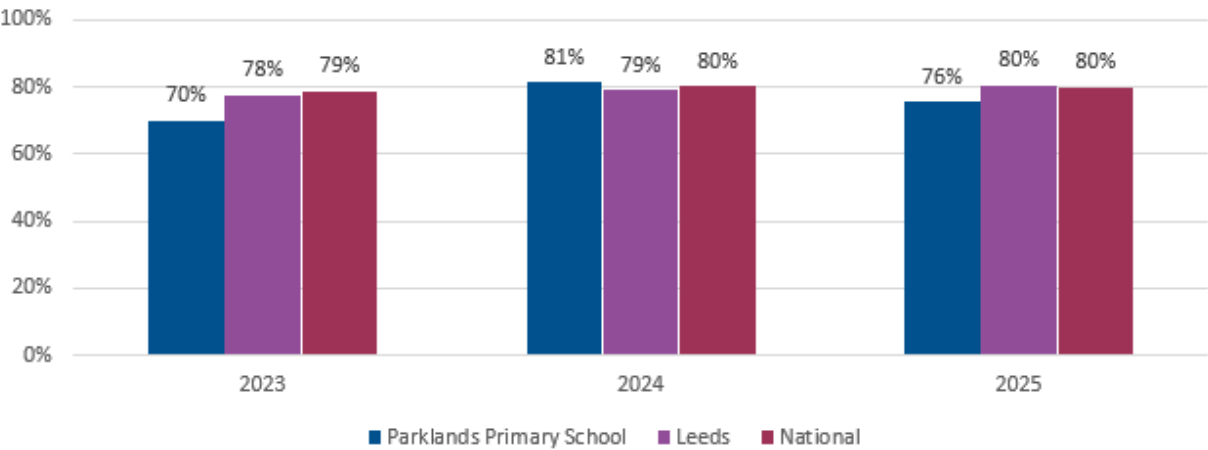
Source: *Perspective Lite*, July 2025

¹ Children are defined as having reached a Good Level of Development at the end of the EYFS if they have achieved the expected level for the ELGs in the prime areas of learning (which are: communication and language; personal, social and emotional development; and physical development) and the specific areas of mathematics and literacy. These ELGs make up 13 of the 17 ELGs assessed.

11 children (26% of the year group) were recorded as being eligible for FSM / Disadvantaged and although only 6 of them achieved GLD, this is at least as good as the national GLD rate for FSM children. The GLD figure for the non-FSM / Other group (69%) was just below the equivalent national figure, meaning that the in-school gap between ‘Disadvantaged’ and ‘Other’ children (14%pts) is *smaller* than the national gap (22%pts).

Phonics Screening Check (PSC)

Y1 working at the expected standard



The 2024 Y1 cohort at Parklands achieved a good result in the PSC with 81% ‘working at’ the expected standard. This year’s cohort did not match the performance of their predecessors, but the 2025 school figure of 76% is better than any of the other results achieved at Parklands prior to 2024, and 4%pts below the current Leeds and national figures. Moreover, taking into consideration that, just a year ago, fewer than half of the children in this cohort achieved GLD; the fact that three quarters of them have achieved the expected standard in Phonics should be seen as a very positive achievement.

Pupil Attainment Chart

Working At the expected standard (Yr1)	No. Children	School	Leeds	National
FSM	17	71%	65%	67%
Non-FSM	28	79%	85%	84%
Disadvantaged	17	71%	66%	67%
Other	28	79%	84%	83%
SEN	10	50%	50%	43%
Non-SEN	35	83%	88%	88%

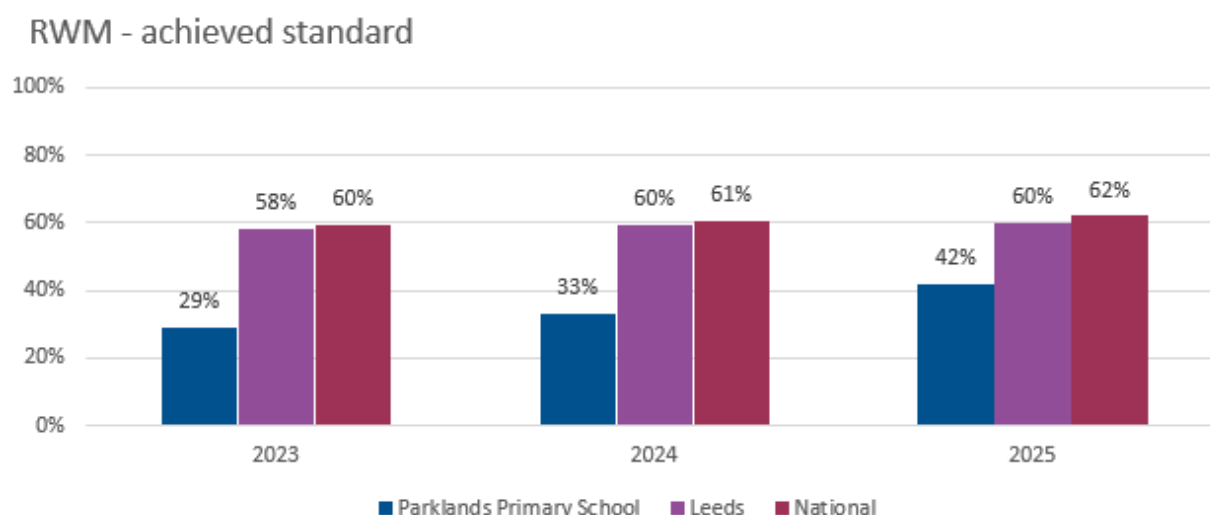
There was a relatively small attainment gap between the FSM and non-FSM groups. This is especially positive, not just because the school’s FSM ‘pass rate’ exceeded the equivalent national figure, but also because this group made up well over a third of the cohort. The composition of the FSM and Disadvantaged groups were the same. 10 pupils were identified as having SEN and half of them were working at the expected standard. This is a better ‘pass-rate’ than seen nationally for SEN children, while the working at figure for the non-SEN group was only a few percentage points below national.

Year 2 Pupils – Phonic screening for those who did not reach the expected level or were not screened in Year 1

In 2024 there were 20 children in Year 2 at Parklands who needed to take the PSC, while in 2025 there were only 12 (thanks to the higher Year 1 'pass rate' in 2024). 8 out of these 12 children achieved the expected standard, which is a very positive outcome considering two of these children attempted the PSC for the first time and 8 had SEN, including several who had EHCPs.

Key Stage 2

In the absence of any official progress measures, caution must be exercised in interpreting raw attainment data. It is vital to remember that each pupil, each cohort, each school and each region has its unique context, as well as being impacted differently by the long-term effects of the pandemic.



Source: Perspective Lite, July 2025

Combined Reading, Writing and Maths at expected+ level

The headline measure of attainment for KS2 was extremely low at Parklands in 2023, but since then it has been on a steadily improving trend. This year's provisional figure of 42% is 9%pts higher than last year and 13%pts higher than in 2023. The gap between current school and national performance, therefore, remains large at 20%pts, but it has been narrowed considerably since 2023. *It is important to consider the considerable impact that the children attending the Resourced Provision Unit have on the school's attainment data. There were several children in this cohort who had EHCPs, most of whom had exceptionally low attainment in all subjects. If these children were removed from the data, percentages of pupils attaining expected levels in all subjects would be considerably strengthened. (Data held in school).* Since the pandemic there have been few children who have achieved the higher standard across *all three* subjects and this is a whole school improvement priority.

Pupil Group Attainment

Average Scaled Scores: FSM				Reading		GPS		Maths					
Parklands FSM				103		99		100					
Parklands Non-FSM				106		104		104					
Leeds FSM				102		102		101					
Leeds Non-FSM				107		107		107					
National FSM				103		103		102					
National Non-FSM				107		107		106					
% achieving the expected standard: FSM		Reading		GPS		Maths		Writing TA		RWM		Pupils (RWM)	
Parklands FSM		58%		39%		39%		48%		36%		31	
Parklands Non-FSM		65%		50%		60%		65%		55%		20	
Leeds FSM		59%		57%		57%		53%		43%			
Leeds Non-FSM		80%		79%		81%		77%		69%			
National FSM		63%		60%		61%		59%		47%			
National Non-FSM		81%		79%		80%		78%		69%			

% achieving the higher standard: FSM	Reading	GPS	Maths	Writing TA	RWM	Pupils (RWM)
Parklands FSM	7%	3%	7%	0%	0%	31
Parklands Non-FSM	30%	20%	20%	0%	0%	20
Leeds FSM	19%	17%	14%	6%	3%	
Leeds Non-FSM	39%	35%	32%	17%	11%	
National FSM	21%	19%	15%	7%	4%	
National Non-FSM	39%	35%	31%	16%	11%	

31 children (well over half of the cohort) were classed as disadvantaged and identified as being eligible for FSM. Their attainment was lower than that of their non-FSM peers especially in Grammar, Punctuation and Spelling (GPS) and Maths. The FSM group had a much larger proportion of pupils with SEND than was the case for the non-FSM group, which must be taken into consideration when accounting for this difference in outcomes.

Attendance: Across the year, attendance for those pupils classed as disadvantage was 91% compared to 94% for pupils classed as non- disadvantaged. School will continue to work with families, children and outside agencies, as we strive to continually improve attendance. Case studies are available in school.

Wider Strategy: Across the year, school continued to provide a full range of wider experiences, with finance not being a barrier to taking part, for those pupils and families classed as vulnerable. Examples of these experiences include residentials, sports coaching in holiday time, visits to school by companies such as Northern Ballet, a wealth of after school clubs and class trips. More details available in school.

Family Support: School continues to work within the Manston –Seacroft Cluster and provides additional support for disadvantaged and vulnerable families, including enhanced pastoral support, welfare checks, check-in phone calls, and school funded outreach work. Time is made to support parents and carers to resolve issues around housing and benefits, when necessary.

Based on the information above, improving the performance of disadvantaged pupils will remain a key whole-school priority. We will continue to work relentlessly to close learning gaps for pupils at risk of underachievement.

Our evaluation of last year's approaches highlights the importance of maintaining and refining strategies that enhance outcomes in reading, writing, and mathematics. This includes providing high-quality CPD for both teaching and support staff to ensure consistently effective practice. In addition, we will continue to prioritise support that improves attendance, strengthens engagement in school life, and promotes pupil wellbeing and family involvement — all of which contribute to fostering a lifelong love of learning.

Externally provided programmes

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

Programme	Provider
XTables Rockstars	TT Rockstars
Spelling Shed	Ed Shed
Creative education at primary school. The transformative power of the performing arts to change lives. Weekly integrating the arts throughout their learning.	Artis Foundation
Data analysis / demographic analysis / Assessment / Behaviour / Attendance	Ian Stokes Education Limited
Attendance Consultancy	BCL