

# Pupil Premium Strategy Statement 2023-2026

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

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                                                                                                     | Parkside Primary School, E4 6RE      |
| Number of pupils in school                                                                                      | 675                                  |
| Proportion (%) of pupil premium eligible pupils                                                                 | 24%      159 pupils                  |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2023/2024<br>2024/2025<br>2025/2026  |
| Date this statement was published                                                                               | December 2025                        |
| Date on which it will be reviewed                                                                               | July 2026                            |
| Statement authorised by                                                                                         | Lisa Cousins<br>Headteacher          |
| Pupil premium lead                                                                                              | Phil Smith<br>Assistant Head teacher |
| Governor lead                                                                                                   | Barbara Colossi                      |

## Funding overview

| Detail                                              | Amount   |
|-----------------------------------------------------|----------|
| Pupil premium funding allocation this academic year | £201,491 |
| <b>Total budget for this academic year</b>          | £201,491 |

## Part A: Pupil premium strategy plan

### Statement of intent

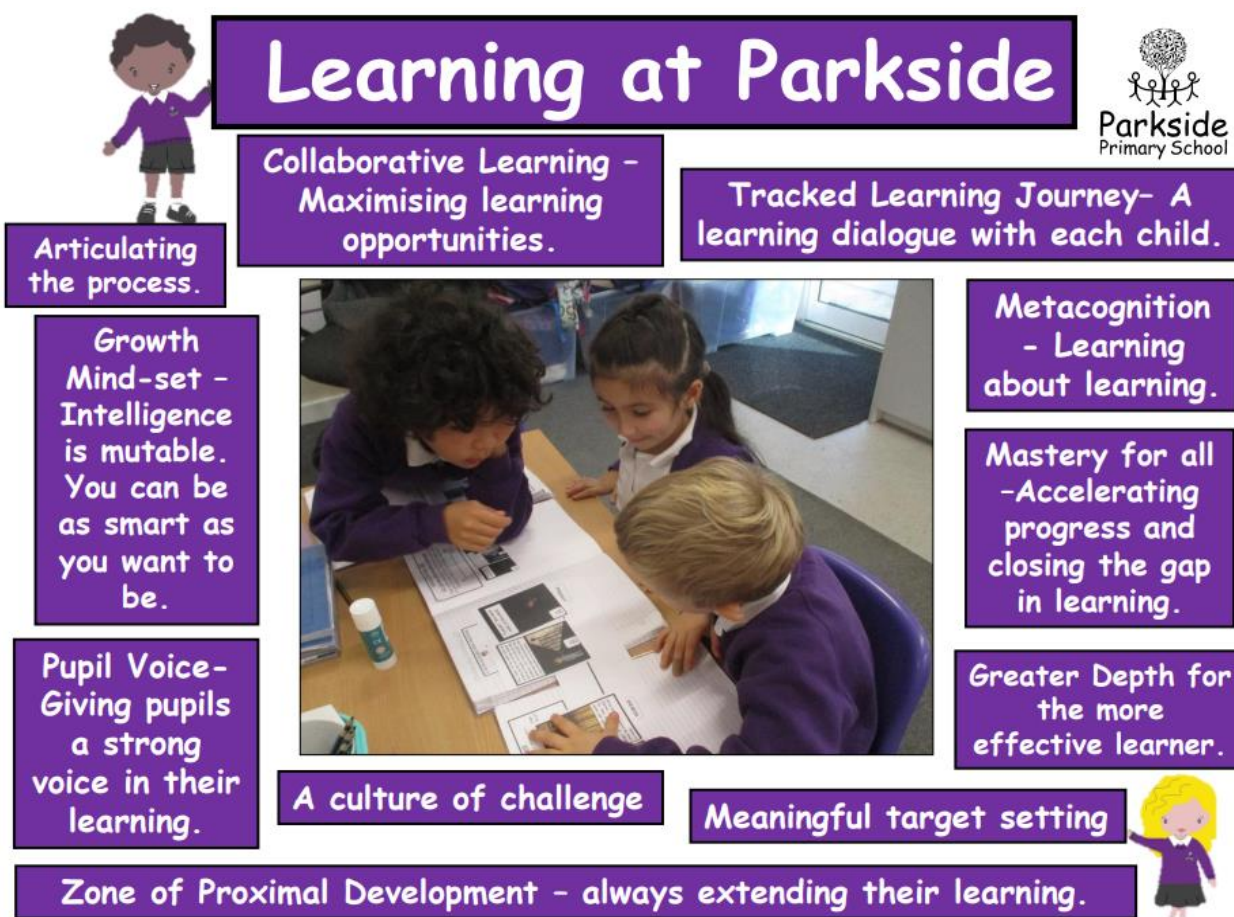
The context of the school and the challenges being faced by our disadvantaged pupils has been pivotal when making decisions about using Pupil Premium funding as well as the current research conducted by the Education Endowment Foundation (EEF) and other reliable and recent educational research.

At Parkside, the aim of our Pupil Premium strategy is to raise the attainment of both disadvantaged pupils and their peers and to reduce the attainment gap between the school's disadvantaged pupils and others nationally. We are determined to ensure that all pupils achieve their full potential and are given the highest standards of teaching and learning through the delivery of high-quality teaching. Targeted support and pastoral care outside of high-quality teaching is provided to pupils that require it and is rigorously monitored. We want all our children to meet our mission/ vision statement and we endeavour to support all the children to embody it. Please see below:



Our aim is that all pupils, regardless of background reach their full potential, attaining well and achieving good outcomes. We want them to value their education and drive their desire to learn and do well regardless of their background. This includes challenging our high attainers and supporting those who have additional needs to do their very best. We also strive to engage families in education and support them in having high aspirations for the children in their care.

At the heart of our approach to Pupil Premium funding is Quality First Teaching. At Parkside, we follow a bespoke method to teaching and learning. Please see below the learning principals we follow:



We will ensure that teaching and learning opportunities meet the needs of all of the pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

We have found at Parkside that the common barriers to learning for disadvantaged children can be:

- weak language and communication skills,
- a lack of confidence particularly with learning,
- less learning support at home,
- more frequent behaviour difficulties,
- a lack of 'cultural capital' and experiences key to being a life-long learner,
- and attendance and punctuality issues.

In addition, there may also be complex family situations that prevent children from flourishing. The challenges are varied and Parkside is fully aware that there is no universal solution.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across their own class, year group and the school as a whole.

At Parkside, our Pupil Premium expenditure reflects the guidance of the Education Endowment Foundation (EEF), which recommends a three tier approach:

- Teaching- Professional development, training and support for teachers (including ECTs) and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher in the school feels supported to keep improving their teaching 'craft'.
- Targeted academic support- Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants (TAs and SNAs) can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.
- Wider Strategies- Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category. Enrichment opportunities and extra-curricular clubs can also be utilised here to contribute to the children's wider wellbeing and academic achievements.

We will ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

The school considers how to allocate pupil premium money on an annual basis following rigorous data analysis and careful consideration of the needs of every pupil. We have a clear, strategic approach with a plan for the use of the Pupil Premium funding, and plans are integrated into wider school support and improvement systems. These are monitored and evaluated regularly by the senior leadership team, and in-depth data analysis ensures that the correct support and strategies are identified to maximise progress.

Strong leadership ensures that Pupil Premium funding has the necessary impact on progress, attainment, attendance and pastoral care. All members of staff and governors accept responsibility for disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within the school environment.

It is our intention that ALL pupils make at least good progress and achieve high attainment across all subject areas.

You can find more in depth information about Pupil Premium funding by the EEF by clicking on this link: [Pupil Premium Guide](#)

## Challenges

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

| Challenge number | Detail of challenge                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                | Assessments, observations and pupil and parent/carer discussions indicate a lack of communication and listening skills, which is resulting in a restricted vocabulary especially in our younger aged pupils.                                                                                                                                                                                                                                                                               |
| 2                | Many of our children (including those with SEND needs) are joining in Reception and Nursery (EYFS) not fully equipped to join a 'school' setting- This may be due to parents/carers not fully understanding their role in supporting pre-school development. As a result of this, many children find it difficult to develop in key skills such as personal care, communication, self-regulation and coping with their emotions. These skills are all lower than age related expectations. |
| 3                | Analysis of data shows that attendance among disadvantaged pupils (particularly children in Reception and KS1 who access FSM and those children with SEND) is lower than non-disadvantaged.                                                                                                                                                                                                                                                                                                |
| 4                | Complex family situations that prevent children from flourishing due to a lack of engagement with the school and learning, a lack of enrichment opportunities and less access to cultural and social experiences. This would help to contribute to the children's skills, knowledge and understanding e.g. their 'cultural capital'. Wider implications of the previous including the cost-of-living issues have also contributed to complex family situations.                            |
| 5                | The end-of- year assessment outcomes for 2024-25 highlight that further input is needed to close the gap between disadvantaged and non-disadvantaged learners in Reception (making good level of development), in KS1 (reading-expected standard and in KS2 (writing and Maths expected standard).                                                                                                                                                                                         |

## **Key Priorities in 2025-2026**

- Increase the percentage of children writing at the higher standard at the end of KS2; implement new writing framework
- Increase the percentage of all pupils attaining a good level of development independently at the end of EYFS particularly disadvantaged children; implement EYFS guidance
- Maintain standards at the end of KS2
- Improve the attendance of all pupils particularly our identified key groups through continued rigorous and relentless monitoring and new initiatives. Reduce persistent absence
- Continue to ensure that teaching provides sufficient opportunities for pupils to learn and to confidently use key vocabulary in all subjects across the school (OFSTED)
- To explore creative ways to support a significant number of children with SEND entering reception
- Identify and mitigate barriers to learning (including the impact of increased number of SEND children with very complex needs) and support the children's emotional well-being
- Ensure that the curriculum continues to be enriched, broad and balanced and, as always, promotes opportunities that build the cultural capital of our pupils. Ensure that new government guidance in relation to the curriculum is implemented

## **Additional priorities specific for each phase in 2025-2026**

### **EYFS**

- To increase the % of pupils attaining the expected standard in Listening, Attention and understanding.
- To increase the % of pupils attaining the expected standard in areas of literacy.
- To increase the % of pupils attaining the expected standard in number patterns.
- To ensure a higher % of Asian/Asian British pupils achieve a GLD in line with NA.
- To ensure a higher % of Spring born pupils achieve a GLD in line with NA.

### **KS1**

- To maintain and improve the % of pupils passing the phonics screening.
- To ensure a higher % of Asian/Asian British pupils pass the phonics screening.
- To ensure a higher % of Mixed Ethnicity pupils pass the phonics screening

### **KS2**

- To increase the average score of disadvantaged pupils in maths and reading to be in line with pupils overall.
- To increase the average score of girls in maths to be in line with pupils overall.
- To increase the % of both Mixed Ethnicity and Mixed other pupils gaining the expected standard in writing.

## 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                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Continue to provide an enhanced focus on communication and language. Ensure that teaching provides sufficient opportunities for pupils to learn and recap key vocabulary in all subjects across the school. Ensure learning environments are 'language rich'.                                   | The children are able to communicate effectively in the classroom and access the learning successfully. Communication between the children and with adults is successful to enhance the learning of the children. Collaborative learning is used to facilitate effective communication skills in the classroom. |
| Identify all the barriers to EYFS and KS1 learners (including SEND needs), such as limited personal care, delayed development and limited language skills to enable us to target those children who need further support.                                                                       | The access to learning is successful. End of year outcomes show good progress from the starting points. The attainment is equivalent to peers in class.                                                                                                                                                         |
| Attendance for all disadvantaged groups continues to be on an upward trend.                                                                                                                                                                                                                     | The attendance is above national average for disadvantaged. Disadvantaged girls have increased their attendance each term or have shown an increased progress. Those children with SEND and are disadvantaged have improved attendance.                                                                         |
| To continue to ensure the outcomes for disadvantaged pupils is in line with those of their peers across the curriculum through ensuring high quality teaching is in place, alongside targeted interventions.<br><br>Continue to raise the attainment of writing for our disadvantaged learners. | An increase in the progress for ALL disadvantaged pupils in reading, writing and maths in line with their identified baseline.<br><br>The gap between disadvantaged and non-disadvantaged has narrowed. Progress is on an upward trend. The attainment is at the national standard.                             |
| Continue to provide wider experiences for disadvantaged children supporting them to raise their self-esteem, life experience opportunities, motivation and aspirations for the future.                                                                                                          | The pupils will be more confident within the classroom and playground. They will be motivated to learn and aim high throughout their lives. They have an increased understanding life skills.                                                                                                                   |

## 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: £84,803

| Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Challenge number(s) addressed       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| <p>Teaching and Learning Coordinator input to allow teaching staff development in relation to the Picture of Learning at Parkside principals e.g. the use of high-quality talk and interactions, metacognition, self-regulation, collaborative learning.</p> <p>£14,743</p>                                                                                                                                                                                             | <p>The 'Picture of Learning at Parkside' is a set of bespoke initiatives that have been adopted for their effectiveness with all learners- particularly disadvantaged children and other key groups such as SEND.</p> <p>Collaborative learning is implement across the school to support all learners and support our approach to the mastery curriculum.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p><a href="https://educationendowmentfoundation.org.uk/early-years/high-quality-interactions">https://educationendowmentfoundation.org.uk/early-years/high-quality-interactions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">eef-guidance-reports/primary-science-ks1-ks2/Improving-primary-science-ks1-ks2-recommendations-summary 2023</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a></p> | <p>1</p> <p>2</p> <p>4</p> <p>5</p> |
| <p>Release time for subject coordinators to enhance their curriculum area ensuring it supports disadvantaged learners and other key groups.</p> <p>Release time for class teachers to conduct booster session for the children- using key precision teaching.</p> <p>Cookery teacher available 1 day per week to teach classes across the school and provide ingredients for cooking.</p> <p>In-house year group moderation particularly in writing.</p> <p>£22,453</p> | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a></p> <p>Nursery = 27% of children accessing Early Years Pupil Premium funding (EYPP)</p> <p>Reception= 17% of children accessing Pupil Premium funding</p> <p>Year 1= 19% of children accessing Pupil Premium funding</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                     |

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|                                                                                                                                                   | <p>Year 2= 24% of children accessing Pupil Premium funding</p> <p>Year 3= 25% of children accessing Pupil Premium funding</p> <p>Year 4= 23% of children accessing Pupil Premium funding</p> <p>Year 5= 33% of children accessing Pupil Premium funding</p> <p>Year 6= 22% of children accessing Pupil Premium funding</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1033448/Teaching_a_broad_and_balanced_curriculum_for_education_recovery.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1033448/Teaching_a_broad_and_balanced_curriculum_for_education_recovery.pdf</a></p> |                |
| <p>Year 6 teachers are given an additional half day per week to allow for targeted interventions and booster sessions in Year 6.</p> <p>£8618</p> | <p><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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p>Year 6= 22% of children accessing Pupil Premium funding</p> <p>The 'Picture of Learning at Parkside' is a set of bespoke initiatives that have been adopted for their effectiveness with all learners- particularly disadvantaged children and other key groups such as SEND.</p>                                                                                                                                                                                                       | <p>1<br/>5</p> |

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| <p>Teaching Assistants (TAs) for phonics, reading, writing and maths input across the school.</p> <p>1:1 reading input by TAs to develop reading skills and build vocabulary to support writing and spelling.</p> <p>Year 6 TAs for small group interventions and to further promote 'The Picture of Learning at Parkside'.</p> <p>1:1 tutoring TA input for SEND support children.</p> <p>£34,928</p> | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/fresh-start">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/fresh-start</a></p> <p><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><a href="https://educationendowmentfoundation.org.uk/early-years/high-quality-interactions">https://educationendowmentfoundation.org.uk/early-years/high-quality-interactions</a></p> <p>Nursery = 27% of children accessing Early Years Pupil Premium funding (EYPP)</p> <p>Reception= 17% of children accessing Pupil Premium funding</p> <p>Year 1= 19% of children accessing Pupil Premium funding</p> <p>Year 2= 24% of children accessing Pupil Premium funding</p> <p>Year 3= 25% of children accessing Pupil Premium funding</p> <p>Year 4= 23% of children accessing Pupil Premium funding</p> <p>Year 5= 33% of children accessing Pupil Premium funding</p> <p>Year 6= 22% of children accessing Pupil Premium funding</p> | <p>1<br/>5</p>       |
| <p>High-quality, evidence based CPD for all staff related to supporting disadvantaged and vulnerable learners (including those whom are SEND).</p> <p>Focus on key priorities of the school including: attendance, parental engagement, vocabulary, writing and SPAG skills.</p> <p>£2100</p>                                                                                                          | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>1<br/>3<br/>4</p> |



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

Budgeted cost: £41,438

| Activity                                                                                                                                                                                                                                                                                                                | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Challenge number(s) addressed |
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| <p>Special Needs Assistants (SNAs) to deliver additional targeted learning sessions to individual pupils or in small groups to develop vocabulary, phonics and sensory skills. Communication and listening skills will also be enhanced.</p> <p>Speech and Language input by a specially trained TA.</p> <p>£36,257</p> | <p><a href="https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language?approach=teaching-and-modelling-social-communication-skills&amp;utm_source=/early-years-evidence-store/communication-and-language">https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language?approach=teaching-and-modelling-social-communication-skills&amp;utm_source=/early-years-evidence-store/communication-and-language</a></p> <p><a href="https://educationendowmentfoundation.org.uk/early-years/high-quality-interactions">https://educationendowmentfoundation.org.uk/early-years/high-quality-interactions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> | 1<br>2<br>5                   |
| <p>High-quality sources to support disadvantaged children with SEND and support their speaking and listening skills.</p> <p>£217</p>                                                                                                                                                                                    | <p>Reception= 17% of children accessing Pupil Premium funding</p> <p>Year 1= 19% of children accessing Pupil Premium funding</p> <p>Year 2= 24% of children accessing Pupil Premium funding</p> <p>Year 3= 25% of children accessing Pupil Premium funding</p> <p>Year 4= 23% of children accessing Pupil Premium funding</p> <p>Year 5= 33% of children accessing Pupil Premium funding</p> <p>Year 6= 22% of children accessing Pupil Premium funding</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                               |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <a href="https://d2tic4wvo1iusb.cloudfront.net/pr oduction/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Recommendations_Poster.pdf?v=1733228301">https://d2tic4wvo1iusb.cloudfront.net/pr oduction/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Recommendations_Poster.pdf?v=1733228301</a><br><br><a href="https://dera.ioe.ac.uk/5551/2/report.pdf">https://dera.ioe.ac.uk/5551/2/report.pdf</a><br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a><br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a>                                                                                                                            |                                     |
| <p>Saturday School input (Year 6) to target disadvantaged pupils to address common misconceptions in writing, arithmetic, basic comprehension skills and SPAG skills.</p> <p>Easter School (Year 6) (a week in Spring 2026).</p> <p>£4,473</p> <p>SATs Week Breakfast (in May 2026) to encourage positive attendance for the assessments and to support the well-being of the children. We want the children to do their absolute best.</p> <p>£491</p> | <p>Surveys show 100% of the pupils that attended in previous years feel their confidence and self-esteem has grown resulting in greater academic achievement.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1674586796">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1674586796</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p><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>Year 6= 22% of children accessing Pupil Premium funding</p> | <p>1</p> <p>2</p> <p>3</p> <p>5</p> |

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

Budgeted cost: £75,754

| Activity                                                                                                                                                                                                                                      | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Challenge number(s) addressed |
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| <p>Attendance Administrator in place to raise profile of good attendance across the school and work closely with DHT to identify and support families with low attendance (work with external agencies for further support).</p> <p>£7490</p> | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance</a></p> | <p>3<br/>4<br/>5</p>          |
| <p>Pastoral Officer (ELSA trained) supporting safeguarding and children's mental health. Additional support is provided for parents/carers (Parent Gym parenting sessions for example).</p> <p>£38,948</p>                                    | <p>Children who have additional needs associated with Social, Emotional and Mental Health need extra support to ensure they can access the curriculum. They attend school more and have an improved learning attitude. Additional support is provided for parents/carers.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/ef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf">https://d2tic4wvo1iusb.cloudfront.net/ef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>                                                                              | <p>2<br/>3<br/>4</p>          |

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|                                                                                                                         | <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a><br><br>Reception= 17% of children accessing Pupil Premium funding<br>Year 1= 19% of children accessing Pupil Premium funding<br>Year 2= 24% of children accessing Pupil Premium funding<br>Year 3= 25% of children accessing Pupil Premium funding<br>Year 4= 23% of children accessing Pupil Premium funding<br>Year 5= 33% of children accessing Pupil Premium funding<br>Year 6= 22% of children accessing Pupil Premium funding                                                                                                                                                                                                                                                                             |                  |
| Additional ELSA trained TAs as part of the wider Pastoral team with a particular focus on KS2 children.<br><br>£ 25,231 | <a href="https://d2tic4wvo1iusb.cloudfront.net/ef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf">https://d2tic4wvo1iusb.cloudfront.net/ef-guidance-reports/primary-sel/EEF Social and Emotional Learning.pdf</a><br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a><br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a><br><br>Reception= 17% of children accessing Pupil Premium funding<br>Year 1= 19% of children accessing Pupil Premium funding<br>Year 2= 24% of children accessing Pupil Premium funding | 1<br>2<br>3<br>4 |

|                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
|                                                                                                                                                                            | <p>Year 3= 25% of children accessing Pupil Premium funding</p> <p>Year 4= 23% of children accessing Pupil Premium funding</p> <p>Year 5= 33% of children accessing Pupil Premium funding</p> <p>Year 6= 22% of children accessing Pupil Premium funding</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                     |
| <p>Subsidise trips to build cultural capital experiences (all year groups).</p> <p>Subsidise extra-curricular activities including private music tuition.</p> <p>£2500</p> | <p>Children from lower income families may not be able to attend school trips which will disadvantage their access to a broad and balanced curriculum. This will help to build the children's cultural capital enhancing their life experiences.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1033448/Teaching_a_broad_and_balanced_curriculum_for_education_recovery.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1033448/Teaching_a_broad_and_balanced_curriculum_for_education_recovery.pdf</a></p> <p>Reception= 16% of children accessing Pupil Premium funding</p> <p>Year 1= 23% of children accessing Pupil Premium funding</p> <p>Year 2= 17% of children accessing Pupil Premium funding</p> <p>Year 3= 22% of children accessing Pupil Premium funding</p> <p>Year 4= 37% of children accessing Pupil Premium funding</p> <p>Year 5= 21% of children accessing Pupil Premium funding</p> <p>Year 6= 29% of children accessing Pupil Premium funding</p> | <p>1</p> <p>2</p> <p>3</p> <p>4</p> |

|                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| <p>Guitar purchase and maintenance ensuring all have access to high quality instruments for the teaching of guitar in Year 5 and 6.</p> <p>£185</p>                                                                                                                         | <p>Children from lower income families may not be able to attend cultural experiences which will disadvantage their access to a broad and balanced curriculum. This will help to build the children's cultural capital enhancing their life experiences.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1033448/Teaching_a_broad_and_balanced_curriculum_for_education_recovery.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1033448/Teaching_a_broad_and_balanced_curriculum_for_education_recovery.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> <p>Year 5= 33% of children accessing Pupil Premium funding</p> <p>Year 6= 22% of children accessing Pupil Premium funding</p> | <p>1<br/>3<br/>4</p>       |
| <p>Purchase of cooking resources for cooking sessions- see above.</p> <p>£1200</p>                                                                                                                                                                                          | <p>Children from lower income families may not be able to have the same opportunities which will disadvantage their access to a broad and balanced curriculum and their aspirations for the future. This will help to build the children's cultural capital enhancing their life experiences.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/Non-cognitive_skills_literature_review_1.pdf?v=1763877650">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/Non-cognitive_skills_literature_review_1.pdf?v=1763877650</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>1<br/>4</p>             |
| <p>Continue raising parental engagement through:</p> <ul style="list-style-type: none"> <li>-Educational workshops</li> <li>-Stay and Play for children 0-3 on the school site</li> <li>-Outside agency support</li> <li>-Resources and refreshments</li> </ul> <p>£200</p> | <p>Positive parental engagement can support pupil progress and attendance.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>1<br/>2<br/>3<br/>4</p> |

## 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.

| Intended outcome 2024-25                                                                                                                                                                                                                                                                                                                                                                                                                                     | Actual Outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                        |  |         |     |  |  |  |         |     |  |         |     |                                             |     |    |  |     |    |                                                 |     |  |     |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|--|---------|-----|--|--|--|---------|-----|--|---------|-----|---------------------------------------------|-----|----|--|-----|----|-------------------------------------------------|-----|--|-----|--|
| <p>Continue to provide an enhanced focus on communication and language. Ensure that teaching provides sufficient opportunities for pupils to learn and recap key vocabulary in all subjects across the school.</p> <p>Identify all the barriers to EYFS learners (including SEND needs), such as weaker fine motor skills, delayed development and limited self-care and language skills to enable us to target those children who need further support.</p> | <p>There has been a continued focus on vocabulary and communication. This has been achieved through:</p> <ul style="list-style-type: none"><li>• Subject co-ordinators increased focus on vocabulary in foundation subjects including the use of vocabulary banks for Working Walls.</li><li>• Book Looks and Pupil Voice responses highlight an increased use of subject specific vocabulary.</li><li>• INSET support given to teachers and support staff based on.</li><li>• Voice 21 Oracy initiative and other oracy approaches promoted to enhance our approach to high- quality talk and the use of vocabulary extension in all lessons.</li></ul> <p>Areas for development were identified and targeted interventions used particularly in writing. This will continue to be a major focus for the EYFS this coming academic year.</p> <p>Below highlights attainment in specific Early Learning Goals at the end of Reception:</p> <table><tr><th colspan="6">RECEPTION- ATTAINMENT IN EARLY LEARNING GOAL- SPEAKING</th></tr><tr><th></th><th>2023-24</th><th>Gap</th><th></th><th>2024-25</th><th>Gap</th></tr><tr><td>Disadvantaged achieving Early Learning Goal</td><td>70%</td><td>6%</td><td rowspan="2"></td><td>94%</td><td>7%</td></tr><tr><td>Non-Disadvantaged achieving Early Learning Goal</td><td>76%</td><td></td><td>87%</td><td></td></tr></table> | RECEPTION- ATTAINMENT IN EARLY LEARNING GOAL- SPEAKING |  |         |     |  |  |  | 2023-24 | Gap |  | 2024-25 | Gap | Disadvantaged achieving Early Learning Goal | 70% | 6% |  | 94% | 7% | Non-Disadvantaged achieving Early Learning Goal | 76% |  | 87% |  |
| RECEPTION- ATTAINMENT IN EARLY LEARNING GOAL- SPEAKING                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                        |  |         |     |  |  |  |         |     |  |         |     |                                             |     |    |  |     |    |                                                 |     |  |     |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 2023-24                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Gap                                                    |  | 2024-25 | Gap |  |  |  |         |     |  |         |     |                                             |     |    |  |     |    |                                                 |     |  |     |  |
| Disadvantaged achieving Early Learning Goal                                                                                                                                                                                                                                                                                                                                                                                                                  | 70%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 6%                                                     |  | 94%     | 7%  |  |  |  |         |     |  |         |     |                                             |     |    |  |     |    |                                                 |     |  |     |  |
| Non-Disadvantaged achieving Early Learning Goal                                                                                                                                                                                                                                                                                                                                                                                                              | 76%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                        |  | 87%     |     |  |  |  |         |     |  |         |     |                                             |     |    |  |     |    |                                                 |     |  |     |  |

| RECEPTION- ATTAINMENT IN EARLY LEARNING<br>GOAL- LISTENING, ATTENTION AND<br>UNDERSTANDING |             |     |  |             |     |
|--------------------------------------------------------------------------------------------|-------------|-----|--|-------------|-----|
|                                                                                            | 2023-<br>24 | Gap |  | 2024-<br>25 | Gap |
| Disadvantaged<br>achieving<br>Early Learning<br>Goal                                       | 70%         | 3%  |  | 89%         | 6%  |
| Non-<br>Disadvantaged<br>achieving<br>Early Learning<br>Goal                               | 73%         |     |  | 83%         |     |

| RECEPTION- ATTAINMENT IN EARLY LEARNING<br>GOAL- COMPREHENSION |             |     |  |             |     |
|----------------------------------------------------------------|-------------|-----|--|-------------|-----|
|                                                                | 2023-<br>24 | Gap |  | 2024-<br>25 | Gap |
| Disadvantaged<br>achieving<br>Early Learning<br>Goal           | 55%         | 16% |  | 83%         | 1%  |
| Non-<br>Disadvantaged<br>achieving<br>Early Learning<br>Goal   | 71%         |     |  | 82%         |     |

| RECEPTION- ATTAINMENT IN EARLY LEARNING<br>GOAL- FINE MOTOR SKILLS |             |     |  |             |     |
|--------------------------------------------------------------------|-------------|-----|--|-------------|-----|
|                                                                    | 2023-<br>24 | Gap |  | 2024-<br>25 | Gap |
| Disadvantaged<br>achieving<br>Early Learning<br>Goal               | 55%         | 16% |  | 83%         | 9%  |
| Non-<br>Disadvantaged<br>achieving<br>Early Learning<br>Goal       | 71%         |     |  | 92%         |     |

|                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                         |                    |                      |         |     |  |         |     |  |         |     |
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|                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                         |                    |                      |         |     |  |         |     |  |         |     |
| Attendance for all disadvantaged groups continues to be on an upward trend.                                                                                                                                                                                                                     | A positive approach to attendance has continued to be a priority at Parkside. Please see below – this information was taken from the FFT Aspire Attendance Tracker. 6583 schools use the tracker so the national average is taken from this:            |                    |                      |         |     |  |         |     |  |         |     |
|                                                                                                                                                                                                                                                                                                 | September 2024- July 2025                                                                                                                                                                                                                               | School Percentages | FFT national average | Notes   |     |  |         |     |  |         |     |
|                                                                                                                                                                                                                                                                                                 | Whole school                                                                                                                                                                                                                                            | 94%                | 94.6%                | -0.6%   |     |  |         |     |  |         |     |
|                                                                                                                                                                                                                                                                                                 | Children receiving Free school meals                                                                                                                                                                                                                    | 91.3%              | 92.1%                | -0.8%   |     |  |         |     |  |         |     |
|                                                                                                                                                                                                                                                                                                 | This key group will continue to be a high focus of our attendance strategy.                                                                                                                                                                             |                    |                      |         |     |  |         |     |  |         |     |
| To continue to ensure the outcomes for disadvantaged pupils is in line with those of their peers across the curriculum through ensuring high quality teaching is in place, alongside targeted interventions.<br><br>Continue to raise the attainment of writing for our disadvantaged learners. | High quality teaching has continued to be at the forefront of our approach to teaching and learning. Meaningful INSET has been used to promote key initiatives. Interventions in each year group have been reviewed half termly by Year Group Managers. |                    |                      |         |     |  |         |     |  |         |     |
|                                                                                                                                                                                                                                                                                                 | Please see below, further analysis of data:                                                                                                                                                                                                             |                    |                      |         |     |  |         |     |  |         |     |
| <b><u>Disadvantaged Children Gap Analysis (Previous 4 Years to give context):</u></b>                                                                                                                                                                                                           |                                                                                                                                                                                                                                                         |                    |                      |         |     |  |         |     |  |         |     |
| RECEPTION:                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                         |                    |                      |         |     |  |         |     |  |         |     |
| GOOD LEVEL OF DEVELOPMENT (GLD)                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                         |                    |                      |         |     |  |         |     |  |         |     |
|                                                                                                                                                                                                                                                                                                 | 2021-22                                                                                                                                                                                                                                                 | Gap                |                      | 2022-23 | Gap |  | 2023-24 | Gap |  | 2024-25 | Gap |
| Disadvantaged                                                                                                                                                                                                                                                                                   | 36%                                                                                                                                                                                                                                                     | 27%                |                      | 64%     | 1%  |  | 33%     | 37% |  | 39%     | 17% |
| Non-Disadvantaged                                                                                                                                                                                                                                                                               | 63%                                                                                                                                                                                                                                                     |                    |                      | 63%     |     |  | 70%     |     |  | 56%     |     |

Reception children (2024-25) receiving pupil premium funding with SEND support and/or EHCP.

**5/18 (28%)**

Reception children (2023-24) receiving pupil premium funding with SEND support and/or EHCP.

**8/16 (50%)**

### End of KS1 Year 2:

#### READING EXPECTED STANDARD

|                          | 2021-22 | Gap |  | 2022-23 | Gap |  | 2023-24 | Gap |  | 2024-25 | Gap |
|--------------------------|---------|-----|--|---------|-----|--|---------|-----|--|---------|-----|
| <b>Disadvantaged</b>     | 36%     | 27% |  | 64%     | 1%  |  | 68%     | 6%  |  | 56%     | 14% |
| <b>Non-Disadvantaged</b> | 63%     |     |  | 63%     |     |  | 74%     |     |  | 70%     |     |

#### WRITING EXPECTED STANDARD

|                          | 2021-22 | Gap |  | 2022-23 | Gap |  | 2023-24 | Gap |  | 2024-25 | Gap |
|--------------------------|---------|-----|--|---------|-----|--|---------|-----|--|---------|-----|
| <b>Disadvantaged</b>     | 44%     | 24% |  | 64%     | 9%  |  | 68%     | 5%  |  | 56%     | 11% |
| <b>Non-Disadvantaged</b> | 68%     |     |  | 73%     |     |  | 73%     |     |  | 67%     |     |

#### MATHEMATICS EXPECTED STANDARD

|                          | 2021-22 | Gap |  | 2022-23 | Gap |  | 2023-24 | Gap |  | 2024-25 | Gap |
|--------------------------|---------|-----|--|---------|-----|--|---------|-----|--|---------|-----|
| <b>Disadvantaged</b>     | 44%     | 30% |  | 71%     | 2%  |  | 79%     | 5%  |  | 61%     | 9%  |
| <b>Non-Disadvantaged</b> | 74%     |     |  | 73%     |     |  | 74%     |     |  | 70%     |     |

Year 2 children (2024-25) receiving pupil premium funding with SEND support and/or EHCP.

**7/19 (37%)**

Year 2 children (2023-24) receiving pupil premium funding with SEND support and/or EHCP.

**7/18 (39%)**

### End of KS2-Year 6:

#### READING EXPECTED STANDARD

|                   | 2021-22 | Gap |  | 2022-23 | Gap |  | 2023-24 | Gap |  | 2024-25 | Gap |
|-------------------|---------|-----|--|---------|-----|--|---------|-----|--|---------|-----|
| Disadvantaged     | 68%     | 17% |  | 75%     | 1%  |  | 63%     | 24% |  | 50%     | 11% |
| Non-Disadvantaged | 85%     |     |  | 76%     |     |  | 87%     |     |  | 61%     |     |

#### WRITING EXPECTED STANDARD

|                   | 2021-22 | Gap |  | 2022-23 | Gap |  | 2023-24 | Gap |  | 2024-25 | Gap |
|-------------------|---------|-----|--|---------|-----|--|---------|-----|--|---------|-----|
| Disadvantaged     | 32%     | 35% |  | 57%     | 15% |  | 49%     | 31% |  | 38%     | 20% |
| Non-Disadvantaged | 67%     |     |  | 72%     |     |  | 80%     |     |  | 58%     |     |

#### MATHEMATICS EXPECTED STANDARD

|                   | 2021-22 | Gap |  | 2022-23 | Gap |  | 2023-24 | Gap |  | 2024-25 | Gap |
|-------------------|---------|-----|--|---------|-----|--|---------|-----|--|---------|-----|
| Disadvantaged     | 57%     | 31% |  | 71%     | 6%  |  | 60%     | 29% |  | 54%     | 14% |
| Non-Disadvantaged | 88%     |     |  | 77%     |     |  | 89%     |     |  | 68%     |     |

Year 6 children (2024-25) receiving pupil premium funding with SEND support and/or EHCP.

**7/24 (29%)**

Year 6 children (2023-24) receiving pupil premium funding with SEND support and/or EHCP.

**14/35 (40%)**

|                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                           |                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| <p>Continue to provide wider experiences for disadvantaged children supporting them to raise their self-esteem, life experience opportunities, motivation and aspirations for the future.</p> | <p>As always at Parkside, we have continued to give the children a number of experiences that support their overall wellbeing and deepen their 'cultural capital'. Please see below, a response taken from our parent/carers survey in July 2025:</p> <p><b><u>Parent/Carer Survey Results 2024-2025:</u></b></p> <table border="1" data-bbox="639 461 1517 846"> <tr> <td data-bbox="639 461 1054 846"> <p><b>I am happy with the range of extra-curricular opportunities the school provides for my child. (e.g. music tuition, sports coaching, special days, trips, workshops, clubs).</b></p> </td><td data-bbox="1054 461 1517 846"> <p>Over 92% of parents/carers responded with strongly agree or agree. Over 5% of parents/carers responded with don't know.</p> </td></tr> </table> | <p><b>I am happy with the range of extra-curricular opportunities the school provides for my child. (e.g. music tuition, sports coaching, special days, trips, workshops, clubs).</b></p> | <p>Over 92% of parents/carers responded with strongly agree or agree. Over 5% of parents/carers responded with don't know.</p> |
| <p><b>I am happy with the range of extra-curricular opportunities the school provides for my child. (e.g. music tuition, sports coaching, special days, trips, workshops, clubs).</b></p>     | <p>Over 92% of parents/carers responded with strongly agree or agree. Over 5% of parents/carers responded with don't know.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                           |                                                                                                                                |

Please see below, attendance figures for disadvantaged children attending extra-curricular clubs 2024-25:

| Attendance of extra-curricular clubs for disadvantaged children in 2024-25                                                                                                                                                                                 |                                                               |                                                                   |                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|-------------------------------------------------------------------|---------------------------------------------------------------------|
| Year group:                                                                                                                                                                                                                                                | Number of disadvantaged children accessing at least one club: | Percentage of disadvantaged children accessing at least one club: | Examples of clubs offered:                                          |
| <p><b>Reception*</b></p> <p><small>*Clubs in Reception only started in January 2025.</small></p>                                                                                                                                                           | 11/18                                                         | 61%                                                               | <p>Multi-Skills Sport</p> <p>(3 groups)</p>                         |
| <p>We intend to provide more clubs for Reception in 2025-26 and encourage variety. Initially the uptake for clubs in Reception can be low (depending on parent/carers preferences) and this then builds and improves as the children move into Year 1.</p> |                                                               |                                                                   |                                                                     |
| Year 1                                                                                                                                                                                                                                                     | 15/21                                                         | 71%                                                               | <p>Collage Art Club</p> <p>Sports Club</p> <p>Young Artist Club</p> |

|                                                                                                                                          |       |      |                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------|-------|------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Year 2</b>                                                                                                                            | 14/19 | 74%  | Art Club<br>Gymnastics<br>Lego Club                                                                                                                |
| We intend to improve the variety of clubs in 2025-26 for KS1. Feedback from pupil voice and input from School Council will support this. |       |      |                                                                                                                                                    |
| <b>Year 3</b>                                                                                                                            | 20/20 | 100% | Dance Club<br>Art of Maths Club<br>Gymnastics<br>Drumming Club<br>Lego Club<br>Girl's Football<br>Times Tables Rockstar Club<br>Tag Rugby<br>Choir |

|               |       |      |                                                                                                                                                                                                                        |
|---------------|-------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Year 4</b> | 29/33 | 88%  | Art of Maths Club<br>Young Artist Club<br>Christmas Craft Club<br>Gymnastics<br>Lego Club<br>Football<br>Book Club<br>Choir<br>Gardening Club<br>Table Tennis Club<br>Dance Club<br>Tag Rugby<br>Creative Writing Club |
| <b>Year 5</b> | 19/19 | 100% | Creative Writing Club<br>Young Artist Club<br>Gymnastics<br>Lego Club<br>Football<br>Tag Rugby<br>Athletics<br>Table Tennis<br>Choir<br>Christmas Craft Club<br>Hockey Club<br>Book Club                               |

|                                                                                                                                                                                                                                                                                                                                                                                            |                |     |                                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 6                                                                                                                                                                                                                                                                                                                                                                                     | 21/24          | 88% | Young Artist Club<br><br>Gymnastics<br><br>Netball Club<br><br>Lego Club<br><br>Football<br><br>Tag Rugby<br><br>Athletics<br><br>Table Tennis<br><br>Choir<br><br>Various Booster Sessions<br><br>Christmas Craft Club<br><br>Cooking Club<br><br>Book Club |
| 2024-25                                                                                                                                                                                                                                                                                                                                                                                    | Total: 129/154 | 84% |                                                                                                                                                                                                                                                              |
| 2023-24                                                                                                                                                                                                                                                                                                                                                                                    |                | 82% |                                                                                                                                                                                                                                                              |
| The results above highlight our continued focus on extra-curricular clubs at Parkside. There has been an increase in the number of disadvantaged children attending at least one club. We will use the key findings from the data to support our approach this academic year. We will also endeavour to offer a variety of different clubs ensuring all children are interested to attend. |                |     |                                                                                                                                                                                                                                                              |

## Externally provided programmes

| Programme                                              | Provider                |
|--------------------------------------------------------|-------------------------|
| Accelerated Reader                                     | Renaissance             |
| Times Table Rockstars                                  | Maths Circle Ltd        |
| My Maths                                               | Oxford University Press |
| Talk for Writing                                       | Talk for Writing        |
| Power of Reading                                       | CLPEi                   |
| Sonar Assessment for tracking attainment/progress data | Juniper Education       |
| 1 Decision (PSHE Programme)                            | 1 Decision Ltd          |
| Voice 21 Programme Oracy                               | Voice 21 Oracy Charity  |