

Pupil Premium Strategy Statement – Parwich Primary School

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	25
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 - 2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Fiona Tomblin
Pupil premium lead	Fiona Tomblin
Governor lead	Jennifer Barker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7,673.00
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£7,673.00

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Parwich Primary School, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future and lifelong learners. We have high expectations for all pupils in our school and believe that with great teaching, effective engagement with parents and a personalised approach to meet children's individual needs, every child can fulfil their individual potential, both academically and socially.

We engage in a range of strategies to issue challenge at an appropriate level and provide support to overcome barriers to learning. We provide a rich and varied curriculum, which makes an exceptional contribution to pupils' outcomes so that children are engaged and achieve well. Key interventions and approaches may be adopted on a whole school level and may not only be restricted to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium Funding. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who are not eligible for the Pupil Premium.

School leaders at Parwich Primary School are committed to ensuring that all our disadvantaged pupils, including those who are able, gifted and talented, receive teaching which is at least good in every lesson and that disadvantaged children who have 'fallen behind' their peers with similar starting points, receive frequent intervention and daily support.

Challenges

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

Challenge number	Detail of challenge
1	Lower prior attainment and slower progress.
2	Weaknesses in learning behaviours - lack of self-belief, determination, resilience and readiness to learn. PP pupils can struggle to reflect and evaluate their own learning and can lack self-motivation and confidence to improve.
3	Personal, social and emotional behavioural challenges.
4	Limited life experiences beyond their home and immediate community.
5	Lower attendance.

Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p><u>Attainment & Progress</u></p> <ul style="list-style-type: none"> Disadvantaged pupils make at least expected progress from their individual starting points in all areas of the curriculum and especially in Reading, Writing and Maths. 	<ul style="list-style-type: none"> The gap is narrowed in the attainment of PP and non-PP children, unless they have severe and complex learning needs.
<p><u>Behaviour (Personal, Social, Emotional & Learning)</u></p> <ul style="list-style-type: none"> All pupils have improved self-belief, resilience and a determination to learn; PP pupils feel happy and safe at school and engage with others and their learning well. 	<ul style="list-style-type: none"> All PP pupils demonstrate good personal, social, emotional and learning behaviours throughout the school day and in their lives outside of school.
<p><u>Experiences</u></p> <ul style="list-style-type: none"> PP pupils are exposed to a breadth of experiences that enable them to contextualise their learning; PP pupils love learning and have access to an engaging, broad and varied curriculum. 	<ul style="list-style-type: none"> PP pupil's experiences are widened and extended across the curriculum; PP pupil's attitude to learning matches non-PP pupils; they have an excellent attitude, which has a strong, positive impact on progress.
<p><u>Attendance</u></p> <ul style="list-style-type: none"> PP pupils will meet national expectations for attendance. 	<ul style="list-style-type: none"> PP pupils will match or exceed national averages for non-disadvantaged pupils.

Activity in this Academic Year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2,014.08

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils:		
<p>Effective CPD to ensure core curriculum coverage and progression support strong academic achievement (writing and G,P&S).</p> <p>English Lead to meet with DCC Teaching and Learning Advisor.</p> <p>Subject management time to implement targets.</p>	<p>Education Endowment Foundation states:</p> <p>High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and subsequently enhance children's outcomes in the classroom. Indeed, the review underpinning this guidance found that professional development, on average, has a positive effect on pupil attainment across early years, primary, and secondary contexts.</p> <p>Professional development may also prove to be a particularly cost-effective strategy when aiming to improve children's outcomes.</p>	Challenge 1
<p>Effective CPD to ensure core curriculum coverage and progression support strong academic achievement (maths).</p> <p>Maths Lead to meet with DCC Teaching and Learning Advisor.</p>	As above	Challenge 1
Feedback	<p>EEF states:</p> <ol style="list-style-type: none"> 1. Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. 2. Feedback can be effective during, immediately after and some time after learning. Feedback policies should not over specify the frequency of feedback 3. Feedback can come from a variety of sources -- studies have shown positive effects of feedback from teachers and peers. Feedback delivered by digital technology also has positive effects (albeit slightly lower than the overall average). 4. Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months). Written marking may play one part of an effective feedback strategy – but it is crucial to monitor impacts on staff workload. 	Challenge 1, 2 & 3

Professional development to support implementation of approaches:		
Effective CPD – SENDCo Development Days	<p>EEF states: Disadvantaged pupils with SEND have the greatest need for excellent teaching. High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and subsequently enhance children’s outcomes in the classroom. Indeed, the review underpinning this guidance found that professional development, on average, has a positive effect on pupil attainment across early years, primary, and secondary contexts. Professional development may also prove to be a particularly cost-effective strategy when aiming to improve children’s outcomes. Once such strategies have been developed and strengthened, they turn into essential life skills and help students to become motivated and determined to succeed.</p>	Challenges 1, 2, 3 & 5
Effective CPD – Introduction to Sensory Processing	<p>EEF states: Disadvantaged pupils with SEND have the greatest need for excellent teaching. Once such strategies have been developed and strengthened, they turn into essential life skills and help students to become motivated and determined to succeed.</p>	Challenge 3
Effective CPD – Sensory Toolkit Training	See above	Challenge 3
CPD – Autism Education Trust Training Supporting pupils’ social, emotional and behavioural needs – Teaching Learning Behaviours	See above	Challenge 3

Targeted Academic Support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £2,290.42

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND;		
Targeted Dyslexia Testing	<p>EEF states: Disadvantaged pupils with SEND have the greatest need for excellent teaching.</p>	Challenges 1, 2, 3 & 5
Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions.	<p>EEF states: Research suggests that well-chosen interventions, delivered by TAs, can have a positive impact on academic and wider pupil outcomes, irrespective of the age of the pupils, the number of pupils receiving the intervention, and whether pupils have special educational needs.</p>	Challenges 1, 2, 3 & 5

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

Budgeted cost: £3,368.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Arts Participation – Instrumental Classroom Lessons	EEF suggests that arts participation encourages a more positive attitude to learning and increased well-being.	Challenges 2 & 4
Supporting attendance – set up a Breakfast Club	EEF suggests that a Breakfast Club will aid school attendance and punctuality. It will help build a culture of community and belonging for pupils and promote positive relationships and attitudes.	Challenges 3 & 5
Extra-curricular activities, including sport, outdoor activities, arts and culture, for example music lessons and school trips	EEF suggests that these activities may increase engagement in learning.	Challenge 4
Meal provision – snack; Provide daily milk (ref. Nursery Milk Scheme)	Milk is a good source of protein, zinc and vitamins A, B2 (riboflavin) and B12, and makes a valuable contribution to the intake of iodine, niacin and B6. It is also rich in calcium, which children need for strong bones.	General well-being
Meal provision – snack; Provide a daily piece of fruit.	To help contribute to the pupils receiving their '5-a-day'.	General well-being

Total Budgeted Cost: £7,673.00

Part B: Review of the Previous Academic Year

Outcomes for Disadvantaged Pupils

As this relates to such a small number of pupils and may therefore be identifiable, detailed information is held confidentially in school.

Externally Provided Programmes

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

Programme	Provider
Active Learn (Abacus Maths, Wordsmith English).	Pearson
Maths	White Rose
Phonics	Supersonic Phonic Friends