

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. The Pupil Premium Grant is not a personal budget for individual pupils and schools do not have to spend pupil premium solely to benefit those who meet the funding criteria. (DfE Pupil Premium Overview)

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	Park Hall Junior Academy
Number of pupils in school	410
Proportion (%) of pupil premium eligible pupils	14.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Naylah Khan (Chair of Finance)
Pupil premium lead	Gerry Healy (Executive Head Teacher)
Governor / Trustee lead	Gerry Deakin (Chair of Trustees)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 92,380
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£92,380

Part A: Pupil premium strategy plan

Statement of intent

At Park Hall Junior Academy, we have the highest of expectations of all children, irrespective of background, and recognise that prior attainment should not set limits on our ambitions for our children.

We have high aspirations and ambition for all the children whatever their background. Academic success is shaped by a number of external and internal factors and we strongly believe that it is not a family's financial situation but the opportunities provided that builds a child's resilience and determination to learn.

We also recognise that not all pupils who are disadvantaged are registered for or qualify for free school meals. Accordingly, we allocate pupils premium funding to support any pupil, or groups of pupils that the school has identified as being disadvantaged.

Quality first teaching is a non-negotiable element of our approach, with a focus on the personal starting points from which our children can build. Our aim is to develop the tools that children need to enable them to thrive.

Implicit in the intended outcomes identified in our strategy plan is the intention that non-disadvantaged pupils' attainment and progress will be sustained and improved alongside their disadvantaged peers. Disadvantage should not hinder the opportunities that children have to engage, enjoy and embrace new learning.

Our ultimate objectives are to:

- address gaps in learning with a particular focus on English and Maths so that attainment and progress of our disadvantaged children is brought in line with their peers.
- further enhance professional development for teachers and support staff in developing their own pedagogy and practice so that all children receive quality first teaching.
- to develop children's understanding of number, vocabulary, reading and writing skills in order to give them the knowledge and skills to access the curriculum through different key stages.
- use of the child's teacher to best understand their children; to work with the assessment data provided and to use ongoing formative assessments to adapt interventions and meet needs.
- For class teachers to work closely with and model training for teaching assistants to support the delivery of identified external programmes for effective interventions.
- support the emotional wellbeing of some children.

- improve the attendance of disadvantaged children so that it is in line with that of their peers.
- to increase the range and access to educational experiences to enhance learning across the curriculum and develop social and emotional skills.
- to provide resources where needed to support learning at home.

We will work towards achieving these objectives by:

- ensuring every teacher is supported in delivering high-quality teaching in order to achieve the best outcomes for all pupils, particularly the most disadvantaged among them. 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment' (Education Endowment Fund).
- planned interventions in English and Maths on a one-to-one basis or in small groups so that gaps in learning can be quickly and effectively addressed.
- subject leaders use carefully planned progression maps and support teachers to ensure that lesson sequencing is planned appropriately, so that knowledge, skills and understanding are taught coherently and build on prior knowledge.
- Staff will receive training in 'Read Write Inc.' phonics scheme so that a number of children in Years 3 and 4 will continue interventions for those who need further support to address gaps in phonics; where children are identified in Years 5 and 6 who require further phonics, intervention will be provided (Read Write Inc. Fresh Start) to support them in becoming proficient readers.
- Develop and embed the Reading and Writing provision through the Reading Framework.
- Developing the role of the school therapists, mental health lead and well-being ambassadors to support children with emotional wellbeing needs. In addition, social and emotional skills will also be taught through our PSHE Jigsaw scheme of work.
- Supporting families of disadvantaged children through subsidised resources, trips, extra-curricular activities and other enrichment opportunities.

Challenges

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

Challenge number	Detail of challenge																				
1	<p>Gaps in learning required to achieve expected outcomes in Writing, GAPS and Maths Outcomes End of KS2 2025 –</p> <table border="1" data-bbox="779 475 1780 679"> <tbody> <tr> <td>Reading</td> <td>All</td> <td>89%</td> <td>Reading PPG</td> <td>90%</td> </tr> <tr> <td>Writing</td> <td>All</td> <td>74%</td> <td>Writing PPG</td> <td>65%</td> </tr> <tr> <td>GAPS</td> <td>All</td> <td>92%</td> <td>GAPS PPG</td> <td>80%</td> </tr> <tr> <td>Maths</td> <td>All</td> <td>83%</td> <td>Maths PPG</td> <td>81%</td> </tr> </tbody> </table>	Reading	All	89%	Reading PPG	90%	Writing	All	74%	Writing PPG	65%	GAPS	All	92%	GAPS PPG	80%	Maths	All	83%	Maths PPG	81%
Reading	All	89%	Reading PPG	90%																	
Writing	All	74%	Writing PPG	65%																	
GAPS	All	92%	GAPS PPG	80%																	
Maths	All	83%	Maths PPG	81%																	
2	<p>Interventions The writing skills, incorporating understanding of GAPS, of some children eligible for pupil premium, are not as well developed as those of other pupils in the school. The arithmetic and reasoning skills, of some children eligible for pupil premium, are not as well developed as those of other pupils in the school. Appropriate interventions applied consistently and the impact of these analysed.</p>																				
3	<p>Attendance PPG 94.4% All 95.3% Slightly lower attendance for disadvantaged children – continue to embed</p>																				
4	<p>SEMH A number of children with social and emotional and mental health and well-being needs.</p>																				
5	<p>Wider Opportunities Access to extra-curricular activities and resources to support learning at home.</p>																				

Intended outcomes

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

Intended outcome	Success criteria
Address gaps in learning with a particular focus on English (particularly Writing and GAPS) and Maths so that attainment and progress of our disadvantaged children is brought in line with their peers	<ul style="list-style-type: none"> • Effective assessment identifies 'gaps' in knowledge, skills and understanding and enables teachers to plan effective lessons. • Disadvantaged children make at least expected progress in GAPS, Writing and Maths. • Quality First Teaching enables disadvantaged children to achieve in line with their peers. • One-to-one and small group interventions prioritise disadvantaged children so that they can further develop basic skills/reasoning skills in English and Maths. • Provision of concrete resources for home use, including access to technology.
Further enhance professional development for teachers and support staff in developing their own pedagogy and practice so that all children receive quality first teaching.	<ul style="list-style-type: none"> • Teachers have good pedagogical knowledge to improve their practice and can incorporate effective strategies to ensure children retain knowledge and skills to the long-term memory. • Subject leaders are skilled in understanding the knowledge and skills that children should learn and can support teachers during planning sessions and in developing their subject knowledge. • Higher Level Teaching Assistants and Teaching Assistants support children effectively.
To develop children's vocabulary, reading and writing skills in order to give them the knowledge and skills to access the curriculum through different key stages.	<ul style="list-style-type: none"> • Children develop a rich vocabulary. • Children develop the tools and skills to express themselves confidently. • Children's reading fluency improves. • Children can use grammar skills in their writing confidently. • Children's comprehension skills improve.

<p>Improve the attendance of disadvantaged children so that it is in line with that of their peers – Non-disadvantaged attendance is 95.3% (PPG 94.4%</p>	<ul style="list-style-type: none"> • The Attendance Leads map and track rates of attendance and provide challenge and support for disadvantaged families to remove barriers to school attendance where this exists. • The attendance rates of individual children with lower attendance improves. • The gap in attendance rates overall between disadvantaged and other children narrows each year. • Children who have good attendance will narrow the gap with other children academically.
<p>Support the emotional wellbeing of some children.</p>	<ul style="list-style-type: none"> • Children develop socially and emotionally building resilience, self-esteem and confidence. • Wellbeing surveys show fewer children who flag up as concerns. • Support with basic needs as appropriate eg holiday food parcels. • Promotion of HAF provision and sign-up support.
<p>Pupil Premium children to enjoy a wide range of enrichment activities school have on offer.</p>	<ul style="list-style-type: none"> • Places at after school sports clubs offered to all pupil premium children. • Subsidised trips for pupil premium children where necessary. • 'Treehouse' before/after school club and holiday play scheme places offered to pupil premium children where required. • Additional educational opportunities to support learning across the wider curriculum, for example aspiration visits at local grammar schools to develop ambition.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to improve the quality of teaching across the school to embed quality first teaching.</p> <p>Subject leaders support colleagues to plan and deliver high quality teaching for all learners.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation: Impact +7 months</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Cognitive_science_approaches_in_the_classroom - A review of the evidence.pdf</p> <p>Supply Cover Costs @ £250 per day</p>	1, 2
<p>CPD for support staff to provide effective support in the classroom and interventions for children at risk of 'falling behind'.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	1, 2
<p>Additional phonics sessions targeted at disadvantaged children</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics: +5 months</p>	1, 2

<p>who require further phonics support.</p> <p>A wide range of challenging texts and strategies used in classrooms to develop children's comprehension skills.</p> <p>High quality writing lessons with a focus on the five key components: planning, drafting, revising, editing and publishing. Teachers will use high quality texts combined with effective modelling to support children.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions: +6 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies: +6 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

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

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional teacher (1 x 0.5 SYGL) Year 5/6 to target children who are at risk of not achieving age related expectations in Maths and English.</p>	<p>This has proven successful where the individual needs of some lower ability children can be met in smaller classes whilst more able children can be stretched and challenged. Groups are fluid and can be adjusted depending on the progress of children. SYGL is a respected and well trained English Lead Moderator for the borough and for end of KS2 Writing Assessment – she shares training with teachers, TAs and HLTAs.</p> <p>Y6 YGL is a respected and well trained marker for End of KS2 Maths SATs – she shares training with teachers, TAs and HLTAs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition/ Impact +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches/ Impact +5 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size/ Impact + 1month improving teacher/pupil ratio</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions/ Impact +6 months</p>	<p>1</p>
<p>Assessment Lead Temporary TLR to develop QLA, impact analysis and improved tracking of PPG pupils</p>	<p>Led by a senior teacher, operating across EYFS, KS1 and KS2 (shared costing) Assessment lead to investigate and demonstrate success for all teachers to support improved use of formative and summative data analysis to inform future planning</p> <p>Lead is well respected, former moderator with a keen interest and use of assessment data and school improvement</p>	

<p>Cluster wide moderation Improving attainment in writing Half termly analysis of data for disadvantaged children. Progress meetings take place half termly – discuss aspiration and ambition Matrices indicates vulnerable / not achieving pupils Subject leaders support class teachers to identify next steps and the most appropriate strategies.</p>	<p>Supportive cluster working at low cost output (incorporated into 1265)</p> <p>Feedback - ongoing feedback is a well-evidenced and has a high impact on learning outcomes.</p> <p>Effective feedback focus on writing, subject providing specific information on how to improve.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence Impact + 6 months</p>	
<p>TAs and 2 x additional 0.6 HLTAs provide targeted interventions on a one-to-one or small group basis to children at risk of not making expected progress from their personal starting points (in class and in school tutoring/additional teaching hours).</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time: Impact +3 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition: Impact +5 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition: Impact +4 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches: Impact +5 months</p>	1, 2
<p>Skilled teachers/HLTAs/TAs provide additional interventions</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time: Impact +3 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition: Impact +4 months</p>	1, 2

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

Budgeted cost: £20,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve further levels of attendance of a small number of identified children.</p> <p>Offer of subsidised 'Treehouse' before and after school club where this would support identified families. Play schemes and KIT days during holidays to keep learning moving forward</p>	<p>https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/</p> <p>Support attendance through early arrival offer, breakfast and after school care including access to clubs. Offer of holiday play scheme to ensure 'keeping in touch' opportunities for some children.</p>	3
<p>A range of activities provided for children to enrich their curriculum experience in and out of school:</p> <p>e.g. bespoke learning opportunities, subsidised after school club activities, educational visits support (all year groups), Year 6 residential support, visitors to school.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation/ Impact +3 months</p>	5
<p>Provision of resources to support learning at home: study books, access to online learning platforms.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents/ Impact +4 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework/ Impact +5 months</p>	1, 2, 6
<p>The roles of the school's well-being ambassadors, continue to develop practice to support vulnerable children so that their SEMH needs are met.</p> <p>Social and emotional skills taught in a dedicated time through our 'Jigsaw' scheme of work: with strong emphasis on emotional literacy, building resilience and nurturing mental and physical</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel/ Impact +4 months</p> <p>https://www.elsanetwork.org/elsa-network/evaluation-reports/</p> <p>https://www.primarytimes.co.uk/news/2016/09/drawing-and-talking-helps-teachers-tackle-children-s-mental-health-issues</p>	3, 4

<p>health. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus.</p> <p>For a small number of children who have experienced trauma, 'Draw and Talk' supports children through a past trauma to allow them to express visually their worries deep in the mind that they would not normally be able to talk about.</p>	<p>Training and delivery of Draw and Talk programmes for children who require this and with parental agreement.</p> <p>Use of Circle of Friends to support advocacy of shared experience 2 x weekly; trained staff member;</p>	
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Total budgeted cost: £92,380

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 2021 to 2022 academic year.

In the year 2024/2025 at end of KS2, there were 20 pupils eligible for FSM and 21 pupils designated as disadvantaged. A further 9 pupils required SEND support and 5 were on an EHCP. These numbers were high for our setting.

End of KS2 Performance Measures Disadvantaged Pupils/All Other Pupils											
	Cohort	RWM		Reading		Writing TA		Maths		GPS	
		Exp	High	Exp	High	Exp	High	Exp	High	Exp	High
School	102	67.6	6.9	89.2	50.0	72.5	6.9	82.4	40.2	89.2	57.8
FSM Eligible	20	55.0	0.0	90.0	30.0	65.0	0.0	80.0	30.0	80.0	40.0
Non FSM Eligible	82	70.7	8.5	89.0	54.9	74.4	8.5	82.9	42.7	91.5	62.2

Average SS	Cohort	Reading		Maths	GPS
		Avg SS		Avg SS	Avg SS
School	102	108.8		107.4	111.6
FSM Eligible	20	107.3		105.7	109.3
Non FSM Eligible	82	109.1		107.8	112.2

	Cohort	RWM		Reading		Writing TA		Maths		GPS	
		Exp	High	Exp	High	Exp	High	Exp	High	Exp	High
National	638,100	62.6	8.5	75.6	33.6	72.6	12.9	74.4	26.5	73.1	29.8
FSM Eligible	193,950	47.8	3.6	63.7	21.4	59.8	6.6	60.9	15.2	60.2	18.8
Non FSM Eligible	444,150	69.1	10.6	80.8	39.0	72.8	15.7	80.3	31.5	78.7	34.7

Average SS	Cohort	Reading		Maths	GPS
		Avg SS		Avg SS	Avg SS
National	638,100	105.6		104.8	105.4
FSM Eligible	193,950	103.0		104.8	102.7
Non FSM Eligible	444,150	106.7		106.0	106.6

Commentary

Reading, Writing and Mathematics

School is above national comparators in RWM

- Our PPG pupils attained higher than the national averages by **+7.2% (EXS)**
- Our PPG pupils attained lower than the national averages by **-3.6% (Higher Score)**
- This outcome has been affected by Writing at EXS and at a Higher Standard and is a focus area for improvement with a plan in place

Reading

School is above national comparators

- Pupils Average SS were higher than national comparators for all groups and were **+4.3 above** national for disadvantaged pupils
- Our PPG pupils attained higher than the national averages by **+26.3% (EXS)**
- Our PPG pupils attained higher than the national averages by **+33.5% (Higher Score)**

Writing

School is above national comparators except for achievement at a higher writing level for both disadvantaged and non-disadvantaged pupils.

- Our PPG pupils attained higher than the national averages by **+5.2% (EXS)**
- Our PPG pupils attained lower than the national averages by **-6.6% (Higher Score)**
- Our non-PPG pupils attained lower than the national averages by **-6.0% (Higher Score)**
- This is a focus for improvement with a plan in place

Mathematics

School is above national comparators

- Pupils Average SS were higher than national comparators for all groups and were **+0.9 above** national for disadvantaged pupils
- Our PPG pupils attained higher than the national averages by **+19.1% (EXS)**
- Our PPG pupils attained higher than the national averages by **+14.8% (Higher Score)**

Grammar, Punctuation and Spelling

School is above national comparators

- Pupils Average SS were higher than national comparators for all groups and were **+6.6 above** national for disadvantaged pupils
- Our PPG pupils attained higher than the national averages by **+19.8% (EXS)**
- Our PPG pupils attained higher than the national averages by **+21.2% (Higher Score)**