



Pupil premium strategy statement 2025-2026 Calverley Parkside 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 (R-Y6)	198
Proportion (%) of pupil premium eligible pupils	8.6% (as of September 2025)
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)	2025/2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Chris Jolley
Pupil premium lead	Chris Jolley
Governor / Trustee lead	Jasbir Singh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,075
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£37,075

Part A: Pupil premium strategy plan

Statement of intent

At Calverley Parkside, we recognise the importance of Pupil Premium in supporting our students and ensuring equal opportunities for all. Despite our below national average proportion of Pupil Premium pupils (8.6%), our strategy must relentlessly focus and drill down on closing the attainment gap, which remains our ultimate objective.

We understand that the current climate may present financial challenges for many families, and we are dedicated to providing additional resources and interventions to those who may need it the most. Our aim is to bridge any learning gaps, enhance educational experiences, and promote well-being for all students, regardless of their socioeconomic background.

Through targeted interventions, individualised support, and close collaboration with families, we strive to ensure that every child can reach their full potential. We use the Pupil Premium funding to provide tailored programmes that address specific academic, social, and emotional needs, enabling students to thrive and succeed.

Furthermore, we actively identify and address barriers to learning, working closely with families to provide assistance and guidance on accessing available financial support, as well as signposting to relevant external services and resources.

At Calverley Parkside, we believe in creating a nurturing and inclusive environment that empowers all students to overcome challenges and achieve their aspirations. We remain committed to monitoring the impact of our Pupil Premium strategies, continually evaluating and refining our approach to maximise the support and opportunities we provide to our students.

Ultimate Objectives

The ultimate objectives of the strategy at Calverley Parkside are focused on narrowing the attainment gap between disadvantaged and non-disadvantaged pupils both nationally and within the school's internal data. Our aim is to ensure that every child, regardless of their background, has an equal opportunity to succeed academically.

The first objective is to narrow the attainment gap between disadvantaged and non-disadvantaged pupils at both national and school level. This means that we aim to improve the academic achievement and attainment of disadvantaged students, ensuring they achieve in line with their non-disadvantaged peers at Calverley Parkside, and they achieve their potential.

The second objective is for all disadvantaged pupils in the school to exceed nationally expected progress rates. The goal is for these students to make significant progress and achieve their full potential as a result of high quality teaching, effective research-based interventions and a curriculum which is adapted to meet their needs. The school is ambitious for all children at CP and we are committed to ensuring disadvantaged children reach Age Related Expectation (ARE) or above by the end of Year 6.

Achieving These Objectives

To achieve the stated objectives, Calverley Parkside has outlined a range of provisions and approaches that will be implemented for the targeted group. These provisions include, but are not limited to:

1-1 or Group Support: Students who fall below the national expectation will receive tailored 1-1 or group support to address their specific academic needs. This support will be designed to accelerate their progress and move them towards achieving age-related expectations.

Support from Specialists: Specialist support will be accessed from within the trust. This may involve utilising the expertise of the Early Years Foundation Stage (EYFS) leader, coaching capacity from the leadership teams, or other specialists who can provide guidance and support in teaching and learning strategies. (SP from Owlcoates MAT)

Additional Teaching and Learning Opportunities: Well trained and effective Teaching Assistants (TAs) or external agencies will provide additional teaching and learning opportunities for disadvantaged pupils. These opportunities will be designed to enhance their educational experiences and provide targeted support in areas where they may require additional help.

Transition Support: The school recognises the importance of smooth transitions for disadvantaged pupils, both from primary to secondary school and within internal transitions. Provision will be made to support students during these transitions to ensure continuity of learning and successful integration into the next phase of their education.

Additional Learning Support: Disadvantaged pupils will receive extra learning support to address any gaps in their knowledge or skills. This support may take the form of specific interventions or additional resources that cater to their individual needs.

Subsidies for Activities and Visits: The school will provide subsidies for all activities, educational visits, and residentials. This will ensure that disadvantaged pupils have equal opportunities to engage in first-hand experiences that enhance their learning in the classroom.

Specialist Learning Software: Funding will be allocated to support the acquisition of specialist learning software that can assist disadvantaged pupils in their academic progress and address any specific learning needs.

Behaviour and Nurture Support: Provision will be made during lunchtimes to provide behaviour and nurture support. This will involve engaging activities that promote the school's values, enhance social skills, and create a positive and inclusive learning environment.

Challenges

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

Data-informed Rationale

Challenge number	Detail of challenge
1	<p>Attendance is below that of non-disadvantaged pupils</p> <p>Persistent Absence (PA): In 2024/25, 27.3% of FSM6 pupils were persistently absent.</p> <p>Why this area was decided: The IDSR confirms that disadvantaged pupils are missing more school than their peers. Since attendance is a prerequisite for academic progress, this was identified as a primary non-academic barrier.</p>
2	<p>Disadvantaged children have a narrower range of experiences outside of school</p> <p>The Data: School pupil base deprivation shifted from "Well below average" in 2023/24 to "Below average" in 2025.</p> <p>Stability: Pupil stability is "Close to average" (87.4%), suggesting that the pupils who are there are the ones facing these increasing socioeconomic challenges.</p> <p>Why this area was decided: The shift toward higher deprivation indicators suggests that a larger portion of your families may lack the financial flexibility to provide enrichment. This aligns with EEF research stating that "cultural capital" and first-hand experiences are vital for engagement in the primary curriculum.</p>
3	<p>There are an increasing number of children needing emotional support</p>

	<p>SEMH Data: The IDSR identifies 4 pupils receiving SEN support and 1 pupil with an EHC plan specifically for Social, Emotional and Mental Health (SEMH) needs.</p> <p>Complex Needs: There is a significant "double disadvantage" overlap, with 6 pupils having both SEN and FSM6 status.</p> <p>Why this area was decided: The high percentage of SEMH needs within your SEN cohort (the largest single category of need in Y6) indicates that emotional regulation is a specific barrier to learning at Parkside.</p>
4	<p>Disadvantaged children perform less well than non-disadvantaged pupils at the end of KS2 (3 year trend)</p> <p>Combined Attainment: The latest 3-year average for disadvantaged pupils reaching the expected standard in Reading, Writing, and Maths is 50%, compared to 68% for national non-disadvantaged pupils (an -18pp gap).</p> <p>Reading Gap: The 3-year average shows a -30 percentage point gap in Reading attainment compared to national non-disadvantaged peers.</p> <p>Progress: While attainment is low, progress scores were slightly negative (e.g., -0.3 in Reading), showing that these pupils are not yet "catching up" to their starting points.</p> <p>Why this area was decided: The IDSR confirms a long-term trend where disadvantaged pupils do not perform as well as their peers by the time they leave school. This academic gap is the "ultimate objective" our strategy aims to close.</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
Attendance	Attendance of disadvantaged pupils is above 95%
Phonics	The national average expected standard in the PSC is reached
Progress in Reading	Above national average progress scores in KS2 R are achieved
Progress in Writing	Above national average progress scores in KS2 W are achieved
Progress in Maths	Above national average progress scores in KS2 M are achieved
Reduced levels of anxiety and mental health related issues	Children are more robust and resilient, they deploy effective strategies to help them

	regulate, they are less anxious and more able to learn.
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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: £13,300

[Reference to research.](#)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Specialist practitioner support - £11,000</p> <p>Adaptive practice and curriculum implementation.</p> <p>Additional cover and release time - £1500</p>	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. We are part of the Owlcotes MAT and utilise specialists from within the trust.</p> <p>Specialist Practitioner & Adaptive Practice: The EEF's "Five-a-day" approach for SEND and disadvantaged pupils emphasises adaptive teaching (moving away from "differentiation") as a high-impact strategy. This involves using assessment to "check for understanding" and adjusting support in the moment, which your plan addresses through specialist practitioner support to refine curriculum implementation.</p> <p>Effective Professional Development: The EEF highlights that "good teaching is the most important lever schools have". High-quality CPD that focuses on adaptive teaching (adjusting instruction based on pupil need) is a core recommendation of the SEN in General Classrooms "Five-a-day" principle.</p> <p>Increased leadership time for staff to ensure the implementation of CPD and school priorities.</p>	4

<p>ELSA Training - £800</p>	<p>Local Authority delivered training based on researched and multi-agency approaches to support children.</p> <p>ELSA Training: Research on Social and Emotional Learning (SEL) indicates that targeted interventions can provide an average of +3 months of additional academic progress. Training staff as ELSAs allows for the explicit teaching of self-regulation and social skills, which is a key recommendation in the EEF's primary SEL guidance.</p> <p><u>Social and Emotional Learning (SEL)</u></p>	<p>3</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £36,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TT Rockstars</p> <p>LbQ - £2,000pa</p>	<p>TT Rockstars saw a rise in the number of children achieving full marks on the Multiplication Check and the % of pupils achieving above 20 marks.</p> <p>LbQ has transformed the way children record maths, with an increase in engagement and increase in the outcomes in individual lessons for learners of all backgrounds in KS2. We achieved our highest overall combined RWM % at the end of 2024.</p>	<p>2, 4</p>
<p>Speech and language</p> <p>Estimated cost of contract - £4500</p> <p>Estimated cost of support delivery - £3000</p>	<p>A larger number of children are entering Reception with speech and language needs/delays. As a result, investment in the contract with Away with Words and the delivery of intervention will be essential to close communication gaps.</p> <p>Speech and Language Interventions: The EEF identifies oral language interventions as having a "very high" impact for "very low" cost, typically resulting in +6 months of additional progress in primary settings. Our investment in the <i>Away with Words</i></p>	

	<p>contract directly aligns with the evidence that early language development is a primary indicator of long-term academic success.</p> <p><u>Oral Language Interventions</u></p>	
<p>Targeted phonic interventions</p> <p>Estimated cost - £2000</p>	<p>To catch-up, children behind their peers need to access new content along with the rest of their class. As a result, school is making a strong investment in all staff being able to support early reading and deliver interventions. CPD will be required for all staff alongside the implementation of a new phonics scheme and resources to support children who fall below the national expectation.</p> <p>100% of resits in PSC passed in Y2 93% of children in Y1 passed the check as a result of same day intervention.</p> <p>Phonics Interventions: Systematic synthetic phonics (SSP) is shown to provide +5 months of additional progress, particularly for disadvantaged pupils who are behind their peers. Our focus on "same-day intervention" and staff training to support those below national expectations follows the EEF's recommendation for explicit and systematic catch-up support.</p> <p><u>Phonics Toolkit</u></p>	
<p>Pastoral lead</p>	<p>Significant investment for our pastoral lead role. This will require CPD for the staff member to become ELSA trained, join the Safeguarding team, develop draw and talk and fully resource pastoral provision for children.</p> <p>Pastoral Lead (ELSA & Safeguarding): The EEF highlights that mentoring and SEL approaches are effective at re-engaging "disengaged" students. Dedicated pastoral roles ensure these interventions are delivered with "high-quality implementation," which the EEF cites as more critical than the specific program chosen.</p>	<p>1, 3</p>

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

Budgeted cost: £8,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subsidise trips £1200</p>	<p>It is essential to provide children with experiences before they can engage in learning about topics.</p> <p>Residential stays are accessible to all children and residential are linked to team building and instilling the school ethos, being ready, respectful and responsible.</p> <p>Subsidised Trips & Residential: Often referred to as Outdoor Adventure Learning, these experiences are linked to improvements in self-regulation, resilience, and teamwork. EEF research suggests these can have positive impacts on child-teacher relationships and engagement, which translates back into classroom performance.</p>	<p>2</p>
<p>Cluster Services £6500</p>	<p>The Cluster services allow us access to support with regard to Attendance services, Mental Health, Punctuality.</p> <p>Attendance & Cluster Services: The EEF's <i>Rapid Evidence Review</i> on attendance suggests that parental communication (nudge letters, personalised contact) and targeting the specific barriers families face are the most promising "low-cost" strategies. Our use of cluster services to address punctuality and mental health aligns with this "tailored approach".</p>	<p>1, 3</p>
<p>Subsidise wrap around care £1000</p>	<p>Attendance for some vulnerable families has been impacted due to childcare needs – to support families, wrap-around care can be subsidised and sessions made available to support attendance.</p>	<p>1</p>

	<p>Subsidised Wrap-around Care: While evidence on breakfast clubs/after-school care primarily focuses on nutrition, the EEF notes that these provisions can improve attendance and punctuality for vulnerable families by removing practical barriers to getting children to school on time.</p>	
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Total budgeted cost: £58,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1. Academic Attainment: Headline Successes

The school's internal data shows that disadvantaged pupils are making significant gains in core subjects, with several key metrics performing well above national trends for this group.

- **Maths Mastery:** Average scaled scores for disadvantaged pupils rose significantly from **93.5 (2022/23)** to **102.6** in the most recent cycle.
- **Reading Growth:** Disadvantaged pupils' scaled scores increased from **94.5** to **104.6**.
- **Combined RWM:** In 2025, **67%** of the school's disadvantaged cohort reached the expected standard in Reading, Writing, and Maths combined. This **significantly outperformed** the national average of **47%** for disadvantaged pupils.
- **EYFS Excellence:** **50%** of disadvantaged pupils achieved a Good Level of Development (GLD), and **100%** of disadvantaged pupils reached the expected standard in the **Maths - Number** early learning goal.

2. Progress and Closing the Gap

While attainment is high, the school is successfully narrowing the "gap" between disadvantaged pupils and their national non-disadvantaged peers.

- **Closing the Gap:** The disadvantage gap in Reading, Writing, and Maths combined narrowed to just **-3 percentage points** in 2024/25, compared to a 3-year average gap of **-18 points**.
- **Positive Progress Measures:** The school maintained positive progress cohorts for disadvantaged pupils in Reading, Writing, and Maths across 2022 and 2023.
- **Phonics Success:** **66.7%** of disadvantaged Year 1 pupils met the expected standard, and **100%** of those required to retake in Year 2 were successful.

3. Attendance and Engagement Barriers

Despite academic gains, attendance remains the most significant area of concern for this cohort.

- **Persistent Absence (PA):** **27.3%** of FSM6 pupils were persistently absent in the 2024/25 academic year.
- **Contextual Challenges:** The school identified an increasing number of children needing emotional support, with **Social, Emotional and Mental Health (SEMH)** becoming a primary need for several disadvantaged pupils.

4. Strategic Impact of 2024-25 Initiatives

- **Specialist Support:** Investment in Speech and Language contracts (*Away with Words*) was essential to close communication gaps for pupils entering Reception.
- **Same-Day Intervention:** The implementation of same-day phonics intervention led to **93%** of Y1 pupils passing the check.
- **Enrichment:** Subsidising trips and residentials ensured that 100% of disadvantaged pupils had access to first-hand experiences to build cultural capital.

Conclusion

Calverley Parkside is successfully ensuring that disadvantaged pupils **thrive academically**, often outperforming their national peers. However, the **9.7% absence rate** among FSM pupils indicates that a "responsive and relational" approach to attendance must remain a primary focus in the 2025-27 Improvement Plan.

Summary of end of KS2:

The gap is closing in maths. KS2 average scaled scores for disadvantaged has risen from 93.5 (2022/23) to 102.6.

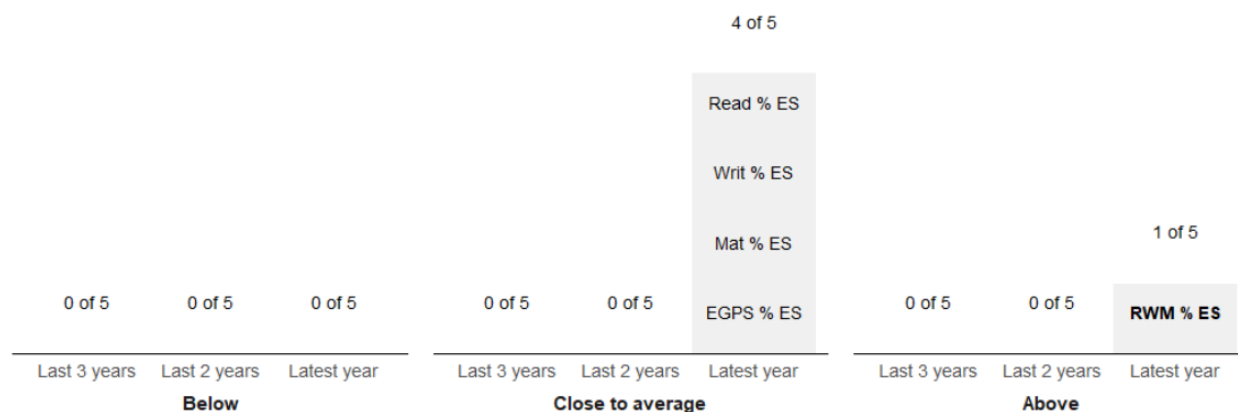
This is similar in reading, 94.5 - 104.6

This is similar in GPS, 93.5 – 101.8

Writing (no scaled score), the % of children has risen from 50% to 60%.

There is a clear improvement in the outcomes for children compared to non-disadvantaged – more progress is required so that disadvantaged children are able to achieve in-line with non-disadvantaged peers.

The data shows that school are achieving close to the national average for disadvantaged pupils , and above in combined RWM.



In the reported years for progress measures, school has positive progress measures for disadvantaged pupils:

Year	Key stage 2 (Year 6)			Context
	Reading progress cohort	Writing progress cohort	Maths progress cohort	
2023	1	1	1	-
2022	3	3	3	-

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
TT Rockstars	TT Rockstars
LbQ	LbQ