



Park Hill Junior School

Pupil Premium Strategy

Statement

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Pupil premium strategy statement

Park Hill Junior School

This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged pupils. This is a 3 year plan from Academic Year 2025/2026-2027/2028, this document will be reviewed annually.

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	370
Proportion (%) of pupil premium eligible pupils	22.5% (81)
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 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Ayla Arli, Headteacher
Pupil premium lead	Nikita Iwin, PP Champion
Governor / Trustee lead	Ebru Ertem, Chair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£122,853.88
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£122,853.88
<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>	



Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective is to ensure all pupils at Park Hill Junior School, regardless of background, achieve high attainment and make excellent progress in line with, or exceeding, their non-disadvantaged peers. We aim to secure ambitious outcomes for every child by providing an equitable and enriching environment that builds the knowledge, language, and cultural capital required for them to realise their highest ambitions, in line with our school vision of ***Where every child belongs and every child grows.***

We understand educational disadvantage to mean those pupils whose achievement is at risk because of the impact of their social and economic circumstances. This might include home environment, word and world knowledge, as well as health and welfare considerations like social and emotional development. Our strategy is built on the EEF's tiered approach (1.Teaching, 2.Targeted Support, 3.Wider Strategies).

Our philosophy is to direct our limited resources to where they can make the biggest difference. Research and experience tell us this is in the classroom, where through high-quality teaching and strong relationships with our pupils we have the most control over their development. We can significantly improve all pupils' learning and sense of belonging at school if we focus tirelessly on anticipating where they might struggle and thinking carefully and deliberately about what we say and do each day.

This directly supports our primary focus: to ensure teaching consistently meets the needs of all learners, leading to accelerated progress for key groups. Critically, to close the attainment gap, a major focus of our HQT is on developing pupils' language through high-quality oracy and rich vocabulary instruction. This key lever directly supports our goal that pupils can clearly articulate their learning which supports accelerated progress. By concentrating on HQT and oracy, we ensure all pupils, particularly our most vulnerable, can access and express deep learning in every subject.

1. Non-Deficit and Whole-School Responsibility: This is not about deficit: we celebrate all our children and see everything they bring as a strength. A key principle for us is that all staff understand these challenges and recognise their role and responsibility in mitigating them for our pupils. This shared responsibility exists in the thousands of tiny interactions all our staff have with our pupils each day, where we relentlessly seek to challenge the impact of disadvantage on our pupils' ability to achieve.

2. Prioritising Tier 1: We allocate the majority of our Pupil Premium funding to Tier 1: High-Quality Teaching, ensuring every child benefits from expert instruction.

3. Needs-Led and Evidence-Informed: We use robust diagnostic assessment to identify and address the specific root causes of barriers, ensuring our Tier 2 (Targeted Support) and Tier 3 (Wider Strategies) are highly specific and evidence-based.



Challenges

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

Challenge number	Detail of challenge
1 Attainment Gap in Writing (Clarity, Fluency, and Composition)	<p>Disadvantaged pupils are less likely to achieve the Expected Standard and Greater Depth in writing due to weaknesses in writing stamina, compositional risk-taking, and the fluent application of taught grammar and punctuation. This reflects inconsistencies in the Tier 1 (HQT) approach to modeling high-quality writing and providing structured, sustained practice for extended writing tasks</p> <p>KS2 2025 Outcomes (EXS+): Disadvantaged pupils achieved 74% at Expected Standard+ in Writing compared to 88% for all pupils (a 14% gap).</p> <p>KS2 2025 Outcomes (GDS): Disadvantaged pupils achieved 26% at Greater Depth compared to 39% for all pupils (a 13% gap).</p>
2 Attainment Gap in Mathematics (Knowledge Application)	<p>The gap in attainment stems from inconsistent development of deep conceptual understanding and flexible problem-solving skills across the curriculum. This is a weakness in Tier 1 (HQT) where teaching is not consistently ensuring disadvantaged pupils can articulate their mathematical reasoning and apply knowledge to varied problems.</p> <p>KS2 2025 Outcomes (EXS+): Disadvantaged pupils achieved 71% at Expected Standard+ in Maths compared to 86% for all pupils (a 15% gap).</p> <p>KS2 2025 Outcomes (GDS): Disadvantaged pupils achieved 26% at Greater Depth compared to 52% for all pupils (a 26% gap).</p>
3 Reading Comprehension and Oracy (Language Deficit)	<p>Disadvantaged pupils exhibit significant deficiencies in academic language, tier 2 vocabulary, and sustained oral articulation skills compared to their peers. This language deficit is the primary root cause inhibiting their ability to access, process, and engage critically with complex texts, impacting higher-level inference, and directly challenging the school's priority that "pupils can clearly articulate their learning."</p> <p>KS2 2025 Reading GDS: A substantial gap exists, with Disadvantaged pupils achieving 30% at Greater Depth compared to 58% for all pupils (a 28% gap). Internal assessment and book scrutiny confirm a struggle to articulate complex ideas and use precise academic vocabulary (linking to Challenge 1).</p>
4 Multiplication Tables Fluency (Foundational Recall)	<p>A lack of consistent automaticity and fluent recall of multiplication and division facts is impeding the working memory of disadvantaged pupils, slowing down their computational efficiency and preventing them from keeping pace with the KS2 maths curriculum. This foundational weakness contributes to the overall Maths attainment gap (Challenge 2).</p> <p>MTC Data: % pupils scoring full marks (25/25) 24%</p>



	Teacher assessment and observations show a higher cognitive load for disadvantaged pupils during multi-step problem-solving due to weak recall.
5 Persistent Attendance	A core group of disadvantaged pupils exhibit persistent absence (below 90% attendance), and there is a high number of late arrivals. This results in missed learning time and repeated gaps in their conceptual development, which undermines the positive impact of High-Quality Teaching. Attendance Data: PA for non PP 11.5% compared to non PP PA 8.5%

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
Improved Attainment in Writing and Mathematics	<p>2028 KS2 outcomes demonstrate:</p> <ul style="list-style-type: none"> The attainment gap (Expected Standard+) between disadvantaged and non-disadvantaged pupils in Writing is reduced to 5% or less (down from 14% in 2025). The attainment gap (Expected Standard+) between disadvantaged and non-disadvantaged pupils in Mathematics is reduced to 7% or less (down from 21% in 2025).
High Levels of Reading Comprehension and Oracy	<p>2028 KS2 outcomes and internal data demonstrate:</p> <ul style="list-style-type: none"> The Greater Depth gap between disadvantaged and non-disadvantaged pupils in Reading is reduced to 10% or less (down from 28% in 2025). Internal assessments, book scrutiny, and pupil voice confirm all disadvantaged pupils consistently use precise Tier 2 and academic vocabulary and sustain oral articulation when explaining complex ideas, directly supporting the HQT focus.
Secured Foundational Fluency in Mathematics	<p>2028 data demonstrates:</p> <ul style="list-style-type: none"> 90% of disadvantaged pupils achieve the expected standard in the Multiplication Tables Check (MTC), significantly reducing cognitive load in complex problem-solving.
High Attendance and Strong Sense of Belonging	<p>2028 attendance and well-being data demonstrate:</p> <ul style="list-style-type: none"> The Persistent Absence (PA) rate for disadvantaged pupils is reduced to 10% or below, thereby closing the internal gap with non-disadvantaged peers. Qualitative data from pupil voice and parent surveys confirms a significant improvement in disadvantaged pupils' sense of belonging and engagement with school life. The number of late arrivals among the core disadvantaged group is reduced by 75%.



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: £61,427, approx. 50% of the budget

This tier receives the largest investment as it focuses on enhancing the quality of teaching for all pupils (universal offer), which is the most evidence-informed method of closing the attainment gap.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-School CPD Focus: Codifying Quality First Teaching (QFT) Implementation of a defined, universal set of 3-5 specific, high-leverage teaching techniques (e.g., Retrieval Practice, explicit Vocabulary Instruction, Partner Talk) supported by ongoing Instructional Coaching.	EEF Guidance on Professional Development shows that sustained, coached practice is essential for embedding changes and has the highest impact.	1 2
Whole School CPD: Develop core 10 daily habits of teaching/learning which will be seen in each class in order to ensure a shared language and consistency with teaching	Evidence for the role of high-quality teaching for improved outcomes, particularly for the most vulnerable pupils, is well established.	1 2 3 4
Adaptive Teaching for Oracy Developing teachers' ability to effectively scaffold and adapt instruction in real-time to close the vocabulary and background knowledge gap, ensuring all pupils are actively participating in dialogue and accessing the curriculum.	EEF Literacy Guidance, particularly for improving reading comprehension and oral language development.	1

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

Budgeted cost: £30,713, approx. 25% of the budget

This tier focuses on specific, time-limited interventions linked directly to classroom learning, addressing the precise needs identified through diagnostic assessment.



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small-Group Tutoring (Literacy/Numeracy) Structured, short-burst, small-group (1:3 or 1:4) tutoring sessions for the lowest 20% of PP pupils, explicitly linked to core classroom teaching.</p>	<p>Tutoring is a high-impact, well-evidenced intervention (EEF Toolkit) when delivered effectively by trained staff who maintain fidelity to the curriculum.</p>	<p>1 2</p>
<p>Diagnostic Assessment Resource Investment in high-quality, standardised diagnostic assessments to precisely identify the root-cause of gaps in reading and maths (e.g., identifying whether the issue is decoding, vocabulary, or comprehension).</p>	<p>Effective use of diagnostic assessment is crucial for ensuring targeted support is focused and prevents wasted resources.</p>	<p>1 2 3 4</p>
<p>Ensure teachers meet the needs of their pupil premium pupils through careful lesson planning and high-leverage adaptive teaching strategies. This is supported through diagnostic assessment, pupil progress meetings and regular lesson visits.</p>	<p>Evidence for the role of high-quality teaching for improved outcomes, particularly for the most vulnerable pupils, is well established. Evidence adaptive teaching comes from a range of different sources, including the SEND Guidance Report and the Core 10, with use of explicit instruction and scaffolding.</p>	<p>1 2</p>
<p>Small-Group Tutoring (Literacy/Numeracy) Implement structured, weekly morning booster support (e.g., 3 x 20-minute sessions per week for 12 weeks), delivered by dedicated, trained HLTAs/Experienced TAs in tight groups (1:3 or 1:4) for the lowest 20% of PP pupils to close specific attainment gaps in Maths and Literacy.</p>	<p>Small Group Tuition is a highly effective, evidence-based intervention (EEF Toolkit) that shows an average impact of four additional months' progress. Studies confirm that disadvantaged pupils receive additional benefits when support is highly targeted at their specific, diagnostically identified needs (e.g., Maths reasoning, vocabulary).</p>	<p>1 2 3 4</p>

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

Budgeted cost: £30,713, approx. 25% of the budget

This tier addresses non-academic barriers such as attendance and social-emotional needs, which must be resolved to ensure pupils are ready to learn.

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Family Support Worker (FSW) Resource Dedicated FSW time to establish strong, purposeful relationships with hard-to-reach families, focusing on tackling non-academic barriers, persistent absence, and ensuring access to external support services.</p>	<p>Parental engagement and effective pastoral care support vulnerable families and help break down external barriers to learning.</p>	<p>5</p>
<p>Nurture & Mentoring Provision Timetabled, supportive provision (e.g., small-group Resilience Club) for pupils identified with high Social, Emotional, and Mental Health (SEMH) needs, focusing on developing self-regulation and coping strategies.</p>	<p>Behaviour and well-being interventions focusing on self-management and social competence have a moderate evidence base (EEF Toolkit).</p>	<p>5</p>
<p>Ensure monitoring and support for most vulnerable pupils in school is robust and improves their outcomes. The most vulnerable pupils have access to additional extra-curricular opportunities such as visits, experiences and interventions.</p>	<p>The evidence for this intervention is drawn from a range of different sources. Evidence for Parental engagement comes from DFE Guidance on working together to improve school attendance and the EEF Toolkit findings.</p>	<p>5</p>

Total budgeted cost: £122,853.88



Part B: Review of the previous academic year



Outcomes for disadvantaged pupils

- *To be reviewed July 2026*

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

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils



Further information (optional)

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