

Pupil premium strategy statement – Parkview 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 from autumn census 2025
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	11%
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	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Parkview and Redwood Federation Governing Board 01.12.25.
Pupil premium lead	Marie Jarvis
Governor / Trustee lead	Lisa Cook

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,845
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£76.19
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>	£34,921.19

Part A: Pupil premium strategy plan - Statement of intent

At Parkview Primary School, we strongly believe that each one of our pupils deserves an education which allows them to achieve their true potential, regardless of the circumstances they may face outside of school. Although our Pupil Premium pupil numbers are lower than national primary school figures, the changing demographics of the area and the national climate, has resulted in an increase of these numbers over recent years.

We are very proud of our provision for all learners. All staff ensure the teaching and learning across school is of a high quality, which has resulted in positive outcomes in statutory assessments, particularly when comparing with local and national data. We strive to ensure all our pupils (including disadvantaged) make at least expected progress and that those who achieve highly, continue to do so year upon year. We also endeavour to ensure that our disadvantaged children attend school regularly so they can access a full educational entitlement and that they can also access, a full range of extra-curricular activities.

As a school, we consider carefully the challenges faced by vulnerable children, such as those who have a social worker or are young carers, and plan to meet their needs through this statement regardless of whether they are disadvantaged or not. Parkview staff place a strong focus on disadvantaged pupils in all aspects of their preparation, planning and assessment. Staff ensure that the progress and attainment of disadvantaged and vulnerable pupils is a high focus across the school through their communications, planning and assessment of needs, both personally and through the curriculum. Our approach to support, will meet the needs of the whole child and address areas identified, in order to ensure progress for all.

As a result of this, we will ensure our measures are effective through the following:

- Ensuring work is well matched and provides support and challenge.
- Adopting a whole school approach towards responsibility for the progress and achievement for disadvantaged pupils and maintaining high expectations in all subject areas.
- Offer opportunities for rounded development through our links with outside agencies e.g. Rolls Royce, Derby County, Derbyshire Music Partnership, sports provision.
- Provide opportunities for families to work together with us by developing strong relationships.
- Provide support for our vulnerable families both financially and emotionally.
- Educate the whole family regarding both academic and emotional development.
- Raise aspirations for all.

Challenges

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

Challenge Number	Detail of challenge								
1	<p>Closing attainment gaps between disadvantaged and non-disadvantaged children.</p> <p>Analysis of data has shown that a number of the vulnerable and disadvantaged children are not achieving GLD and meeting the Phonic Screening Check, at the same rate as their non-disadvantaged peers.</p> <p>They do not score the same average times tables score in the Year 4 Multiplication Times Tables Test. However, they achieve higher than disadvantaged children nationally.</p> <p>More subject specifically, at the end of Key Stage 2, disadvantaged pupils do not achieve as highly in reading and their progress in maths and writing is slower than their disadvantaged peers (although the past 2 years data shows that this has improved significantly).</p> <p>This trend supported by national data.</p>								
2	<p>Contextual Challenges</p> <p>There is a strong correlation between SEND pupils and those in receipt of Pupil Premium funding.</p> <p>A high proportion of these children are from single parent families and 17% were in-year transfers from other schools, displaying high mobility for this group of pupils.</p>								
3	<p>Parental engagement in school events</p> <p>We are proud of our home/school links. Staff recognise the value of parental engagement and its impact on a pupil's achievement using Charles Desforges research, 'The Impact of Parental Involvement, Parental Support and Family Education on Pupil Achievements and Adjustment: A Literature Review' (2003) as the driving force behind this.</p> <p>From this research we know that, "<i>Parental involvement has a significant effect on children's achievement</i>". Staff work hard to provide parental engagement opportunities, including through open mornings, workshops and information events. However, when analysing the attendees to such events, it is evident that parents of children from disadvantaged backgrounds attend less, for example:</p> <table border="1" data-bbox="304 1912 1474 2092"> <thead> <tr> <th data-bbox="304 1912 596 1995">Event</th> <th data-bbox="596 1912 888 1995">Disadvantaged family attendance</th> <th data-bbox="888 1912 1181 1995">Non-disadvantaged family attendance</th> <th data-bbox="1181 1912 1474 1995">Difference</th> </tr> </thead> <tbody> <tr> <td data-bbox="304 1995 596 2092">Music event 14.03.25</td> <td data-bbox="596 1995 888 2092">38%</td> <td data-bbox="888 1995 1181 2092">90%</td> <td data-bbox="1181 1995 1474 2092">-52%</td> </tr> </tbody> </table>	Event	Disadvantaged family attendance	Non-disadvantaged family attendance	Difference	Music event 14.03.25	38%	90%	-52%
Event	Disadvantaged family attendance	Non-disadvantaged family attendance	Difference						
Music event 14.03.25	38%	90%	-52%						

	End of year show 01.07.2025	60%	75%	-15%
	Meet the Teacher event	24%	68.5%	-44.5%

4	<p>Attendance</p> <p>There is an overall difference between disadvantaged and non-disadvantaged attendance.</p> <p>Disadvantaged boys, attend school less than the general school population.</p> <p>Of 24 persistent absentees, 11 were in receipt of Pupil Premium funding.</p> <table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">Disadvantaged pupils who are a persistent absentee</td> <td style="text-align: center;">30%</td> </tr> <tr> <td style="text-align: center;">Non- disadvantaged pupils who are a persistent absentee</td> <td style="text-align: center;">8%</td> </tr> </table> <p>64% of persistent absentees in this group were boys, 36% were girls.</p>	Disadvantaged pupils who are a persistent absentee	30%	Non- disadvantaged pupils who are a persistent absentee	8%
Disadvantaged pupils who are a persistent absentee	30%				
Non- disadvantaged pupils who are a persistent absentee	8%				

5	<p>Engagement in Extra-Curricular Provision</p> <p>Children in receipt of Pupil Premium funding attend extra-curricular activities less than those children who do not receive the funding:</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <th colspan="7">Percentage of Pupil Premium children represented in each club Summer term 2025</th> </tr> <tr> <th>Peripatetic Music</th> <th>Sport</th> <th>Clay</th> <th>STEM</th> <th>DCCT</th> <th>Gardening</th> <th>Musical Theatre</th> </tr> <tr> <td>13%</td> <td>12.5%</td> <td>0%</td> <td>10%</td> <td>100%</td> <td>0%</td> <td>9%</td> </tr> </table>	Percentage of Pupil Premium children represented in each club Summer term 2025							Peripatetic Music	Sport	Clay	STEM	DCCT	Gardening	Musical Theatre	13%	12.5%	0%	10%	100%	0%	9%
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13%	12.5%	0%	10%	100%	0%	9%																

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan in 2028**, and how we will measure whether they have been achieved.

Intended outcome 1 - The gap between the number of disadvantaged and non-disadvantaged pupils achieving GLD closes.

Success criteria - GLD results in 2027 show that the gap between disadvantaged and non-disadvantaged pupils has aligned (more specific figures cannot be given to the small numbers in each cohort). In 2025, 79% of non-disadvantaged pupils achieved GLD and 60% of disadvantaged.

More disadvantaged children achieve the writing and number Early Learning Goal.

Please note - This will dependant on numbers of disadvantaged pupils in each cohort (5 in 2025-2028).

Intended outcome 2 - The gap between the number of disadvantaged and non-disadvantaged pupils passing the phonics screening closes.

Success criteria - Phonic screening results in 2028 show that the gap between disadvantaged and non-disadvantaged pupils is more aligned (more specific figures cannot be given to the small numbers in each cohort)

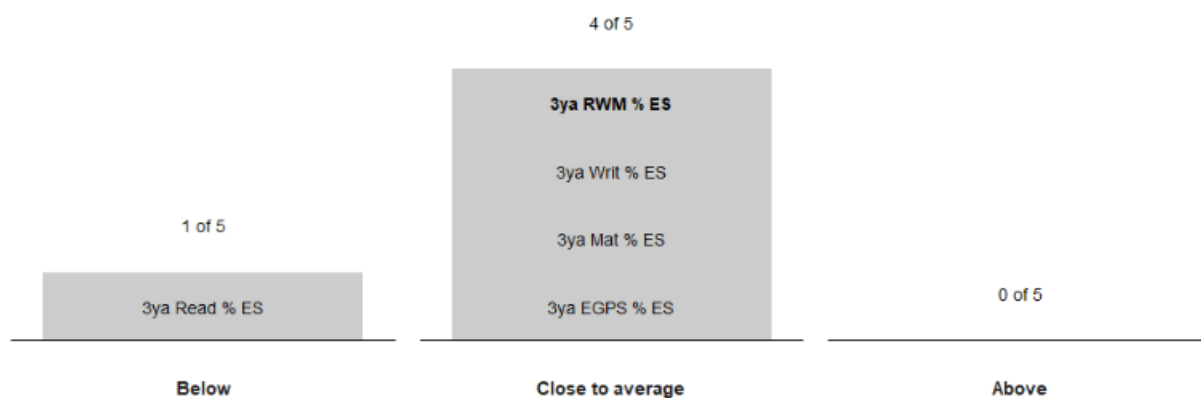
Intended outcome 3 - The gap between the number of disadvantaged and non-disadvantaged pupils ARE in Reading, Writing and Maths closes, at the end of Key Stage 2.

Success criteria - KS2 SATs outcomes in 2025, showed that the gap had improved on 2024 results:

3 children 2025	Non- disadvantaged ARE (greater depth)	Disadvantaged (greater depth)	Difference
Reading	92% (48%)	100% (0%)	+8%
Writing	84% (25%)	66.6% (0%)	-17.4% (25%)
Maths	92% (52%)	100% (0%)	+8% (52%)
Grammar, punctuation and spelling	92% (52%)	100% (33.3%)	+8% (18.7%)
Combined	80% (16%)	66.6% (0%)	-13.4% (16%)

A subject specific focus will be on reading with this subject gap narrowing by 2027.

Disadvantaged 3-year performance:



General school monitoring shows a focus on **low and middle prior** attainers from this group of pupils.

Intended outcome 4 - To improve parental engagement in school events particularly those which will support home learning and therefore pupil outcomes.

Success Criteria – There is an increase by end of 2026, of overall attendance to school events.

Event	Disadvantaged family attendance	Non-disadvantaged family attendance	Difference
Music event 14.03.25	38%	90%	-52%
End of year show 01.07.2025	60%	75%	-15%
Meet the Teacher event	24%	68.5%	-44.5%

Intended outcome 5 - To achieve and sustain a narrowing gap for pupil premium children's attendance and non-pupil premium child attendance based on 2024-2025 figures. Although our disadvantaged pupils attend school more than disadvantaged pupils do nationally, they do not attend as much as their peers at Parkview.

Success Criteria – The attendance gap reduces from 1.97%

Disadvantaged boys will attend at a similar level to disadvantaged girls – the gap reduces from 1.4%

Pupil Premium Gender Analysis 2024-25

	PP girls	Non-PP girls	PP boys	Non-PP boys
Parkview	93.37%	96.27%	91.97%	95.76%


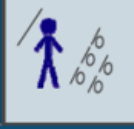
There were 24 persistent absentees in academic year 2024-2025. Of these, 14 were in receipt of pupil premium. By 2028, there should be an equal number of disadvantaged and non-disadvantaged persistent absentees.

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: £10,252.83

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching</p> <p>Maintain the high standards already in place in quality first teaching in all classrooms and teaching activities.</p> <p>SENDCo released half termly to formally assess children and conduct observations of The Orchard. 6 x half days.</p> <p>SENDCo and Head to complete lesson observations in Spring 2 with a focus on Quality First Teaching. 2 x half days.</p> <p>Staff collaborative work on accurate use of assessment by auditing pupil assessment files and moderation of work.</p> <p>2 x staff meetings in the spring term.</p>	<p>The NFER research supports this approach What are the most effective ways to support disadvantaged pupils' achievement? (2015):</p> <div data-bbox="715 846 1262 1037" style="border: 1px solid black; padding: 5px;"> <p>4. Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p>  </div> <div data-bbox="715 1048 1262 1227" style="border: 1px solid black; padding: 5px;"> <p>3. High quality teaching for all: Schools emphasise 'quality teaching first' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.</p>  </div>	<p>1, 2</p>
<p>Review</p>		

Early Years Attainment in Reading

Work as phonics partner school in Flying High Trust to improve phonics across school. EYFS team to Implement 'Strong Start' Read Write Inc document as an Assessment for Learning (AfL) tool. This will improve reading by addressing specific gaps in learning and teaching to these.

GLD	2023 3 children	2024 5 children	2025 5 children
School	0%	40%	60%
Non-disadvantaged	85%	85%	79%

Monitoring will have a particular focus on the boys due to uneven GLD levels:

	2023	2024	2025
Girls	91%	83%	92%
Boys	68%	73%	65%

Teachers to engage in Counting Collection to address lower achievement in Early Learning Goals relating to Maths

Implement recommendations from Bold Beginnings which states, "...attach greater importance to the teaching of numbers in building children's fluency in counting, recognising small numbers of items, comparing numbers and solving problems".

Students engage in the Counting Collection program and staff attend relevant training provided by Nottingham University.

Further implement our [DfE validated Systematic Synthetic Phonics programme](#) to secure stronger phonics teaching for all pupils.

Ensuring that the teaching of reading, including systematic synthetic phonics, is the core purpose of the Reception Year:

[Bold beginnings - The Reception curriculum in a sample of good and outstanding primary schools](#)

A clearer understanding of these children's starting points. Build on previous learning carefully to ensure gaps are not created in learning:

[Strong foundations in the first years of school - GOV.UK](#)

Students that engage in the Counting Collection program made on average 1-month progress with number attainment.

[Counting Collections - Evaluation report | Education Endowment Foundation](#)

[Strong foundations in the first years of school - GOV.UK](#)

The best Reception classes do not focus on activities but on developing child's foundational knowledge and skills recognising it's impact on well-being, long term achievements and gross motor skills.

Top-up resources purchased throughout the year to support program.

Further breakdown as follows, displaying the gender difference:

Percentage in cohort not achieving – Summer 2025	Boys	Girls
Comprehension	83%	17%
Writing	86%	14%
Word reading	83%	17%
Self-regulation	83%	17%

Physical Literacy

All children in Reception are assessed at baseline. The lowest 20% take part in a weekly intervention led by Derby County Community Trust.

Review



Improving Reading

Release phonic leader fortnightly, to support teaching staff with the delivery of the Read Write Inc phonic programme. Coaching and CPD sessions for 20 half days, including planning time.

EEF guide to the pupil premium states that, “Gaining a thorough knowledge of your disadvantaged pupils’ levels of attainment is the first step in developing an effective pupil premium strategy”.

The EEF tiered approach to pupil premium spending document also refers to using high quality

1

<p>Also release leader once per half term to assess the current phonic provision and align interventional support for disadvantaged pupils. 6 days using the Read Write Inc portal as a tool. (3 days of supply cover)</p> <p>Renew access to the portal to access training videos, family support and assessment documents.</p> <p>Multiplication Times Tables Test (MTC)</p> <p>Improve disadvantaged pupil average score in the Multiplication Times Tables Test.</p> <p>Purchase TTRS as a tool in school and at home to develop times tables.</p>	<p>assessment that responds to the needs of the children.</p> <p>The NFER research supports this approach What are the most effective ways to support disadvantaged pupils' achievement? (2015):</p> <div data-bbox="719 405 1278 633"> <p>6. Data driven and responding to evidence: Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.</p>  </div> <div data-bbox="730 651 1267 819"> <p>3. High quality teaching for all: Schools emphasise 'quality teaching first' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.</p>  </div> <p>This enables the leader to direct specific support to where it is needed.</p>	
<p>Teaching Assistant support in Year 1 cohort for children at risk of not passing phonics screening – including in after school provision were needed.</p>	<p>The reading framework - GOV.UK</p> <p>Being a fluent reader is linked to better life chances and overall improved well-being.</p>	<p>1, 2</p>
<p>Review</p>		

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

Budgeted cost: £19,878.02

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Plan carefully for group-based parenting initiatives, focussed on pupil premium families. E.g. 'low stakes' book share with parents.</p> <p>Termly release time for Deputy Head to conduct meetings.</p>	<p>Coffee and Cake mornings led by Deputy Head termly. Children invite parents personally.</p> <p>Messages are likely to be more effective if they are personalised, linked to learning, and promote positive interactions by, for example, celebrating success:</p> <p>EEF Parental Engagement Summary of recommendations.pdf</p>	<p>3, 4</p>
<p>Review</p>		
<p>Teaching Assistant support to raise standards for the attainment of disadvantaged and vulnerable pupils in lessons for Maths and English. Primarily for Year 6 students and delivered as well planned and evidenced interventions.</p>	<p>Deployment of Teaching Assistants - Summary of recommendations Education Endowment Foundation</p> <p>EEF Toolkit: Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.</p> <p>Particular focus of this is on the children who did not pass the phonic screening test in Y1.</p>	<p>1, 3</p>
<p>Review</p>		

<p>Higher Level Teaching Assistant in Early Years Foundation Stage to support in Reception class 1 day per week to use formative assessment to deliver interventional support to close the attainment gap by the end of Reception 2026.</p> <p>A particular focus on the weaker Early Learning Goal achievement and boys.</p> <p>Weaker areas = Writing and Number</p>	<p>Deployment of Teaching Assistants - Summary of recommendations Education Endowment Foundation</p> <p>EEF Toolkit: Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.</p> <p>Particular focus of this is on the children who did not pass the phonic screening test in Y1.</p>	<p>1</p>
<p>Review</p>		
<p>Train staff in, resource and deliver the Fresh Start Reading program for Key Stage 2 pupils with gaps in phonetical knowledge.</p> <p>4 x 1 hour sessions per week lead by Teaching Assistant level 1.</p> <p>Track disadvantaged children across Key Stage 2 who did not pass screening check to ensure progress being made</p>	<p>The-relationship-between-reading-age-education-and-life-outcomes.pdf</p> <p>Reading ability is predictive of the likelihood of unemployment, type of occupation and salary level (Caspi et al., 1998; Bynner and Parsons, 2006; McIntosh and Vignoles, 2001).</p> <p>Research has found links between reading ability and both mental and physical health outcomes.</p> <p>Research has linked reading ability and overall literacy ability with a range of psychological wellbeing outcomes.</p> <div style="background-color: #f0f0f0; padding: 5px;"> <p>The detrimental effect of poor reading ability continues throughout life:</p> <ul style="list-style-type: none"> • Poor readers are more likely to be unemployed • Poor readers who do gain employment tend to earn less and receive fewer training and promotion opportunities • Poor readers make less use of preventative health services and engage in more risky health behaviour • Poor readers experience more health issues and illness but are less likely to understand and manage their treatment • Poor readers are more likely to exhibit delinquent, antisocial behaviours and are more likely to offend • Poor readers experience lower life satisfaction and lower wellbeing </div>	<p>1</p>

Review

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

Budgeted cost: £8,719.98

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide bursary places for 8 of our pupil premium children so they can engage in extracurricular sport activities. This is an increase of 2 based on 2024-2025 numbers – percentage of pupil premium children represented in clubs is shown above.</p> <p>Clubs will be selected due to individual pupil interests.</p>	<p>Engagement in extra-curricular activities has a small, positive impact on pupil attendance. Attendance-REA-report.pdf</p> <p>There is a positive impact on children's academic achievement when they engage in extracurricular, sporting activities and some evidence that involvement in these activities may increase pupil attendance.</p> <p>"Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them".</p> <p>Physical activity EEF</p>	<p>4, 5</p>
<p>Review</p>		
<p>Football coaching once weekly for a number of disadvantaged pupils.</p> <p>Provided by male sports coach.</p>	<p>Pupils to engage in football training with male role model.</p> <p>The Importance of Positive Male Role Models - University Of Worcester</p>	<p>2, 4, 5</p>

<p>Football team to take part in fixtures in school and in the wider community.</p> <p>Coach has had guidance from leaders to ensure they positively influence the team.</p>	<p>Lyle (2013) notes the key role that figures such as sports coaches can play in positively influencing young players, developing not just their game, but their character and life skills.</p>					
<p>Review</p>						
<p>Targeted communication as a tool to improve attendance.</p> <p>Communications are based on research.</p> <p>Communication placed on social media channels to support high usage by parents.</p> <p>Use the ATTEND Framework to assess factors contributing to school non-attendance to give a better view as to why these children are not attending.</p>	<p>EEF Parental Engagement Summary of recommendations.pdf</p> <p>Build strong relationships and work jointly with families, listening to and understanding barriers to attendance and working in partnership with families to remove them. Working together to improve school attendance (applies from 19 August 2024)</p> <p>Deputy Head will develop parental links this year through personalised communications.</p>	<p>2, 4</p>				
<p>Review</p> <table border="1" data-bbox="212 1400 1382 1574"> <tr> <td data-bbox="212 1400 798 1489"> <p>Disadvantaged pupils who are a persistent absentee</p> </td> <td data-bbox="798 1400 1382 1489"> <p>15.5%</p> </td> </tr> <tr> <td data-bbox="212 1489 798 1574"> <p>Non- disadvantaged pupils who are a persistent absentee</p> </td> <td data-bbox="798 1489 1382 1574"> <p>7%</p> </td> </tr> </table>			<p>Disadvantaged pupils who are a persistent absentee</p>	<p>15.5%</p>	<p>Non- disadvantaged pupils who are a persistent absentee</p>	<p>7%</p>
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<p>Non- disadvantaged pupils who are a persistent absentee</p>	<p>7%</p>					

Total budgeted cost: £34,921.19

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that disadvantaged pupils do not achieve as well as non-disadvantaged pupils, when reaching the expected standard at the end of Reception and in the Phonics Screening Test. **However, the children make good progress from their starting points.**

However, this data must be read with caution due to small overall numbers of disadvantaged pupils at Parkview Primary School and there is a strong link with children in receipt of the funding and special educational needs. To help us gauge the performance of our disadvantaged pupils we have also compared their attainment to national figures, over 4 years (including this year's predictions), as seen below.

Attainment

Good Level of Development	2023 3 children	2024 5 children	2025 5 children	2026 Prediction 6 children	Average
School	0%	40%	60%	67%	43.3%
National %	51.6%	51.5%	51.4%	-	51%
Weakest areas	Writing Number	L&U Comprehension Word Reading Writing Number Numerical Patterns	L&U Fine motor SR Comp Word reading Writing Number Numerical Patterns PP PCC NW	-	
Phonics Screening	2023 3 children	2024 3 children	2025 4 children	2026 Prediction 5 children	Average
School	33.33%*	67%*	25%*	80%	49.25% (78% retake average)
National	67%	68%	67%	-	67.5%
Multiplication Times Tables Check (MTC)	2023 3 children	2024 6 children	2025 8 children		
School	22.3	17.5	19.75		
National	18.3	18.9	19.3		

***most children then go on to pass the Year 2 retake**

Key Stage Two

Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	10	40%	46%	Close to average (non-sig)	68%	-28	Not applicable	Not applicable
2025	3	67%	47%	Small cohort	69%	-3	Suppressed	-
2024	3	33%	46%	Small cohort	67%	-34	Suppressed	-
2023	4	25%	44%	Small cohort	66%	-41	Not available	-

Disadvantaged pupils - Reading expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	10	50%	62%	Below (non-sig)	80%	-30	Not applicable	Not applicable
2025	3	100%	63%	Small cohort	81%	19	Suppressed	-
2024	3	33%	62%	Small cohort	80%	-46	Suppressed	-
2023	4	25%	60%	Small cohort	78%	-53	Not available	-

Disadvantaged pupils - Writing expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	10	60%	59%	Close to average (non-sig)	78%	-18	Not applicable	Not applicable
2025	3	67%	59%	Small cohort	78%	-12	Suppressed	-
2024	3	67%	58%	Small cohort	78%	-11	Suppressed	-
2023	4	50%	58%	Small cohort	77%	-27	Not available	-

Disadvantaged pupils - Mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	10	60%	60%	Close to average (non-sig)	80%	-20	Not applicable	Not applicable
2025	3	100%	61%	Small cohort	81%	19	Suppressed	-
2024	3	67%	59%	Small cohort	79%	-13	Suppressed	-
2023	4	25%	59%	Small cohort	79%	-54	Not available	-

Disadvantaged pupils - EGPS expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	10	60%	59%	Close to average (non-sig)	78%	-18	Not applicable	Not applicable
2025	3	100%	60%	Small cohort	79%	21	Suppressed	-
2024	3	67%	59%	Small cohort	78%	-12	Suppressed	-
2023	4	25%	59%	Small cohort	78%	-53	Not available	-

Progress

	2022	2023
Reading	1.83	-1.73
Writing	-7.51	0.94
Maths	-4.69	-3.91

No progress measures in 2024 and 2025. However, internal data and tracking shows individual pupil progress has improved particularly in 2025.

Attendance

Our disadvantaged pupils attend school more than disadvantaged pupils nationally.

2024-2025	Parkview	National
Whole school attendance	95.07%	93.1%
Disadvantaged attendance	92.51%	89.4%

2024-2025	Disadvantaged girl	Non-disadvantaged girls	Disadvantaged boys	Non-disadvantaged boys
Whole school attendance	93.37%	96.27%	91.97%	95.76%

Further information

Quality first teaching in all classrooms is the first response to closing to disadvantaged gap. Teaching staff carefully plan and track children in receipt of this funding using a termly evaluation to ensure the individual strategies implemented for these children are effective.

In the academic year of 2025-2026, Parkview has become a phonics partner school with the Flying High Trust. Our pupil premium pupils in the Early Years Foundation Stage and Key Stage 1, will benefit hugely from this.