

## Pupil premium strategy statement

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 over the next three academic years, and the effect that last year's spending of pupil premium had within our school.

\*September 2024 \*September 2025

### School overview

Detail	Data
School name	Pallister Park Primary School
Number of pupils in school	534, 530
%	64.0, 66.2
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024 – 2027 3-year plan
Date this statement was published	September 2024
Date on which it will be reviewed	September 2027
Statement authorised by	H Adams
Pupil premium lead	A Oliver
Governor / Trustee lead	Richard Painter

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£506,160.00 £531,765.00
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£506,160.00 £531,765.00

## Part A: Pupil premium strategy plan

### Statement of intent

Pallister Park Primary School provides a vast range of opportunities for learning both in and out of school. We are part of a team that work together in order to learn more about the world around us and equip our children for a successful future.

We work hard to give every child the very best start we can. We offer outstanding teaching and learning, exceptional care and support. We believe in fairness and equality of opportunity. We believe that every child has the right to an excellent education, irrespective of their background or the challenges they face.

We believe in maximising opportunities for all our children by providing;

- Outstanding teaching every day
- A vast range of experiences, academic, social and extra-curricular
- Support for the children's emotional and general well-being
- A sense of belonging which ensures that everyone reaches their full potential.

In order to engage children in learning we recruit and develop teams of outstanding teachers for each year group who strive to teach, in a range of techniques to ensure inclusivity. The belief is that recruiting additional staff provides consistent teaching and develops relationships with all our pupils. Additional staff resources are also used to provide emotional care which enables all children to access quality learning.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. It is evident from our IDACI report that the majority of children categorised as 'non-disadvantaged' in our school community come from the 5% most deprived areas in the country meaning that in fact they have just fallen short of being classed as 'disadvantaged'. Due to this, as a school, we strive to ensure that we support their needs regardless of whether they are officially classed as disadvantaged/Pupil Premium.

We provide a school environment which is conducive to the highest quality of teaching and learning. It is important to create facilities which are consistent throughout the school, which develop a sense of belonging and equality. Children learn best when they value the environment they are in and can find spaces to learn, explore and feel secure.

We also consider the challenges faced by vulnerable pupils, such as those who have a social worker and are young carers. The activities we have outlined in this statement are intended to support their needs, regardless of whether they are disadvantaged or not.

### Demography and School Context

Pallister Park Primary School is located in Middlesbrough. All years are three form entry and there are two school nurseries onsite taking children from age 2. The map below displays the "Lower Super Output Areas" (LSOAs) which surround the school and they are colour coded according to which national decile they belong to. The map shows that the area in which school is located, and the surrounding areas are amongst the most deprived in the country. In

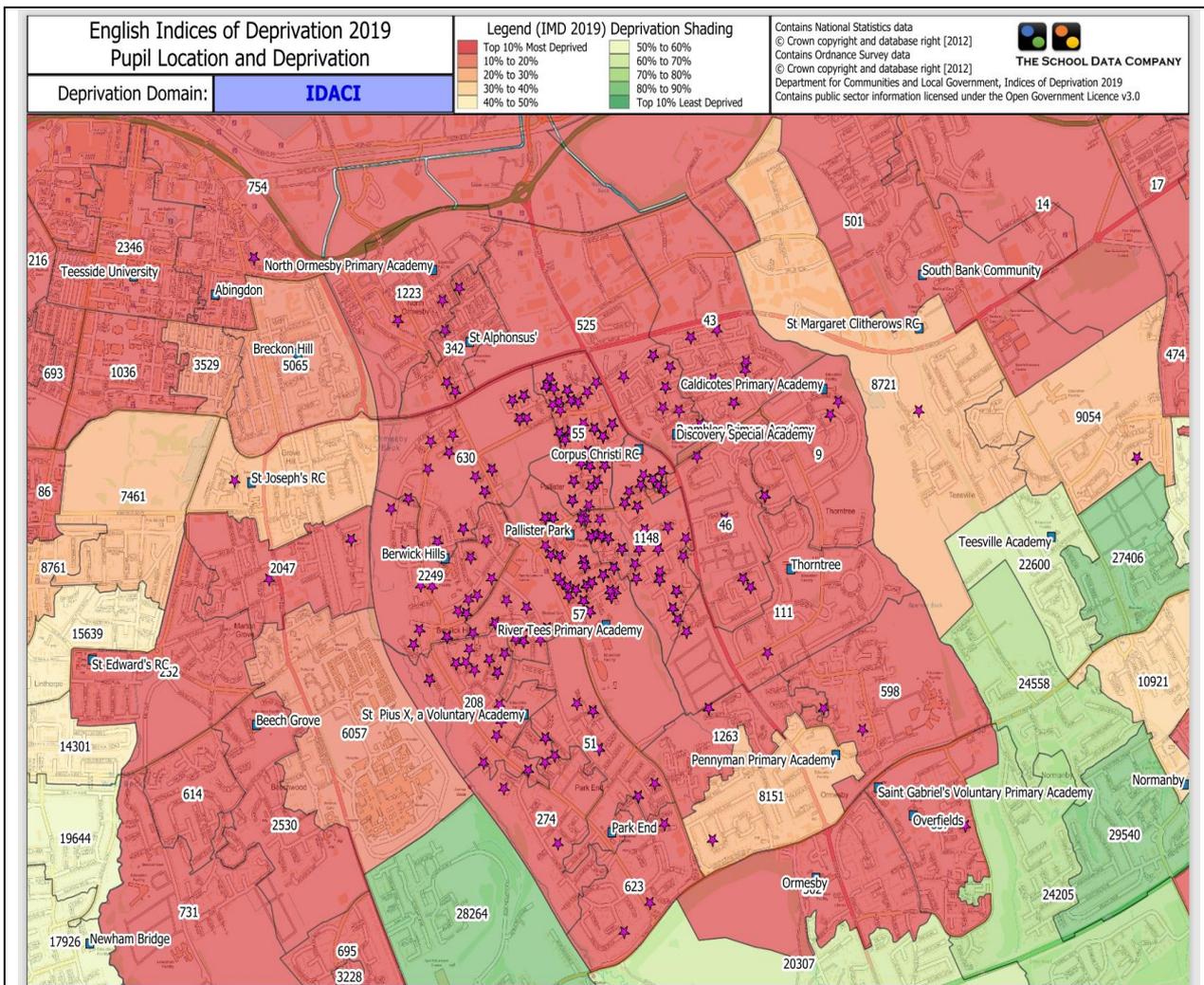
September 2021, 98% of the school's pupils were living in an area classed as being one of the 10% most deprived areas in England. Further broken down, 93% of the pupils lived in an area classed as being one of the 5% most deprived areas in England. In November 2023, 99% of the school's pupils were living in an area classed as being one of the 10% most deprived areas in England (This equates to 602 out of 611 children who live in this level of deprivation). Further broken down, 93% of the pupils lived in an area classed as being one of the 5% most deprived areas in England (This equates to 571 out of 611 children who live in this level of deprivation). The extremity of the deprivation can also be seen in the ranking of the school – 680 out of just under 33,000 educational settings; the 10% ranked 474 and the 5% ranked 376.

Decile	Decile Description	Ranks	Number of Pupils	IDACI %	Avg. Rank
1	10% Most Deprived	1 to 3284	602	99%	474
2	10% to 20%	3285 to 6568	0	0%	
3	20% to 30%	6569 to 9853	5	1%	8722
4	30% to 40%	9854 to 13137	0	0%	
5	40% to 50%	13138 to 16422	0	0%	
6	50% to 60%	16423 to 19706	2	0%	18817
7	60% to 70%	19707 to 22990	1	0%	20790
8	70% to 80%	22991 to 26275	0	0%	
9	80% to 90%	26276 to 29559	1	0%	28264
10	10% Least Deprived	29560 to 32844	0	0%	
		UNKNOWN	0	0%	
		TOTAL	611	2.1%	680

#### Detailed breakdown of Top 30% Most Deprived (Deciles 1 to 3)

Decile	Decile Description	Ranks	Number of Pupils	IDACI %	Avg. Rank
1	5% Most Deprived	1 to 1642	571	93%	376
	6% to 10%	1643 to 3284	31	5%	2270
2	10% to 15%	3285 to 4927	0	0%	
	16% to 20%	4928 to 6568	0	0%	
3	20% to 25%	6569 to 8211	1	0%	8151
	26% to 30%	8212 to 9853	4	1%	8865

The change over time analysis is also showing a negative picture, with the average rank falling from 2015 (864) to 2019 (680), with official an official classification as "More Deprived".



The LSOA in which the school is located is ranked 57th out of 32,844 in terms of deprivation. The income, employment, health, education and crime deprivation indicators are all very high.

### Key Objectives (3-year plan)

- to narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- for all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6
- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

### Achieving These Objectives

The range of provision the Governors consider making for this group include the following strategies, some of which are funded via school budget and are applied to all children:

- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- Additional Teaching Assistants, especially in Early Years to support school readiness
- Additional Reading Support Program – use of Lunch Time Supervisors to listen to children read and promote enjoyment of reading to an adult, strengthening relationships and sense of belonging
- Increase quantity and improve quality of reading books available, to promote “A love of reading”
- Summer school to support transition through KS2 primary, from primary to secondary and strengthen links with secondary school
- EWO to support families and children with their attendance and punctuality
- VPST to provide specialist support for children and families health and well-being

This list is not exhausted and will change according to the needs and support our socially disadvantaged pupils require.

## Challenges

This details the key challenges to achievement that we have identified among our Pupil Premium (PP) pupils.

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest PP pupils generally have lower academic starting points in Reception. In 2024, 50% (53% TSDC) of PP children achieved GLD compared to 55% (71% TSDC) non PP. In 2024, overall 52% achieved GLD compared to TSDC average 66%.
2	Assessments, observations, and discussions with pupils suggest PP pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. In 2024, Y1 Phonics, 74% (71% TSDC) of PP pupils achieved their phonics compared to 92% (85% TSDC) non PP. In 2024 Y1 Phonics, overall 81% of pupils achieved their phonics compared to 80% TSDC. (2024)
3	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills, comprehension and vocabulary gaps among many PP pupils. In 2024, KS1 reading achievement - 58% (58% TSDC) of PP pupils achieved the expected level compared to 67% (76% TSDC) of non PP. In 2024, KS1 reading achievement - 60% of pupils achieved the expected standard compared to 69% TSDC.  In 2024, end of KS2 reading achievement - 53% (62% Nat) of PP pupils achieved the expected level compared to 60% (79% Nat) non PP. In 2024, KS2 reading achievement - 55% of all pupils achieved the expected standard compared to 74% nationally.

4	In the 2024 MTC for Y4, PP pupils scored an average of 20/25 (20/25 TSDC) marks compared to an average of 22/25 (21/25 TSDC) for non PP pupils. Overall, pupils scored 20/25 compared to 21/25 TSDC.
5	Our assessments and observations indicate that the education and wellbeing of many of our PP pupils and families have been impacted by partial school closures in 2020 & 21.
6	Our attendance data over 23-24 indicates that whole school attendance is 92.1% (94.1% Nat) with persistent absence at 28.4%. (16.2% Nat) Attendance of non PP pupils is 94.4% with persistent absence 15.5%. Attendance of PP pupils is 91.2% with persistent absence 32.3%.
7	Assessments, observations, and discussions with pupils suggest PP pupils are not represented enough in the greater depth standard. At the end of KS2 – PP children achieved, 3% in writing, 15% in reading, 17% in maths and 0% in WRM, compared to non PP children 15% in writing, 30% in reading, 25% in maths and 4% in WRM.

### 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.

Challenge number	Intended outcome	Success criteria
1	Improved EYFS GLD.	<p>Reception outcomes in 2026/27 show that the gap between PP and nonPP pupils is narrowed (currently 5%).</p> <p>An increased number of PP children that have met the expected standard (Currently 50%).</p> <p>The gap between our PP children and national nonPP is narrowed (currently 22%).</p> <p>24/25 - Number of PP children to have met the exp standard has risen by 7% to 57% outperforming National PP at 52%.</p> <p>The gap between our PP/non-PP has widened to 12% - this is due to the significant improved performance of our non-PP children.</p> <p>The gap between our PP children and national non-PP is 15% outperforming national at 20%</p>
2	Improved reading/phonics attainment.	Y1 Phonics outcomes in 2026/27 show that the gap between disadvantaged and non-disadvantaged pupils is narrowed (currently 18%).

		<p>An increased number of disadvantaged children that have met the expected standard (Currently 74%).</p> <p>The gap between our PPchildren and national nonPP is narrowed (currently 10%).</p> <p>24/25 - Number of disadvantaged children to have met the exp standard has risen by 8% to 82% outperforming National PP at 67%.</p> <p>The gap between PP/nonPP has narrowed to 5%.</p> <p>The gap between our PPchildren and national nonPP is 2% outperforming national at 17%.</p> <p>KS2 reading outcomes in 2026/27 show that the gap between disadvantaged and non-disadvantaged pupils is closed (currently 7%).</p> <p>An increased number of disadvantaged children that have met the expected standard (Currently 53%).</p> <p>The gap between our PPchildren and national nonPP is narrowed (currently 27%).</p> <p>24/25 - Number of disadvantaged children to have met the exp standard has risen by 9% to 62%, nearly matching National at 63%.</p> <p>The gap between our PP/nonPP has widened to 24% - this is due to the significant improved performance of nonPP children.</p> <p>The gap between our PPchildren and national nonPP is 19%, nearly matching national at 18%.</p>
3	<p>Improve language and communication skills on entry and widen children's vocabulary and language across the school.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>There have been 21 children engaging and taking part in our Talkboost intervention. From the 21 children 95% of these children made good progress through the intervention. The children who were still below at spring have been taking part in BLAST intervention to improve their communication and language.</p>

		96% of children who were assessed on the language program Wellcomm have made progress with 50% now scoring in their correct age band.
4	Improved MTC attainment for disadvantaged pupils at the end of Y4.	<p>Y4 MTC outcomes in 2026/27 show that the gap between PP children and nonPP children is narrowed (currently 1.8 marks)</p> <p>The average score of PP children increases (Currently 19.9).</p> <p>The gap between our PPchildren and national nonPP is narrowed (currently 1.4).</p> <p>24/25 – the average score of a PP child has increased to 20.3 outperforming National at 18.9</p> <p>The gap between our PP children and nonPP children has widened to 3 marks - this is due to the significant improved performance of nonPP children.</p> <p>The gap between our PPchildren and national nonPP is 1.0 outperforming the national gap of 2.4</p>
5	To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in friendship issues</li> <li>• a significant increase in participation in enrichment activities, particularly among PP pupils</li> </ul> <p>Pupil voice survey results show the following ratings;</p> <p>I like coming to school 77%</p> <p>I feel safe at school 90%</p> <p>I have friends at school 92%</p> <p>Children behave well in my class 68%</p> <p>If someone is unkind, adults help me 89%</p> <p>School trips are fun 96%</p>
6	To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained higher attendance demonstrated by the overall attendance for all pupils being in line with national attendance. (Currently school 92.2%)</p> <p>24/25 - School 93.5%, national 94.8%, gap 1.3%</p> <p>Close the attendance gap between PP pupils and nonPP being (currently 3.2%).</p> <p>24/25 - PP children 92.8%, nonPP 95.4%, gap 2.6%</p>

		<p>Close the persistently absent attendance gap between PP pupils and nonPP being (currently 16.8%).  <b>24/25 - PP children 20.3%, nonPP 6.5%, gap 13.8%</b></p> <p>The percentage of all pupils who are persistently absent, in line with national attendance.  <b>24/25 - school 16.2%, national 13.5%, gap 2.7%</b></p>
7	To stretch and challenge our more able disadvantaged pupils to enable them to excel.	<p>KS2 GDS outcomes in 2026/27 show that the gap between our PP children and nonPP children is narrowed (currently 15% reading, 12% writing, 8% maths and 15% RWM).</p> <p>An increased number of PP children that have met the GDS standard (15% reading, 3% writing, 17% maths and 0% RWM).</p> <p>The gap between our PPchildren and national nonPP is narrowed (currently 18% reading, 13% writing, 12% maths and 10% RWM).</p> <p><b>24/25 – the number of PP children that have met the GDS standard is 10% reading, 2% writing, 14% maths and 0% RWM.</b></p> <p><b>The gap between our PP and nonPP children is 11% reading, 1% writing, 7% maths and 3% WRM.</b></p> <p><b>The gap between our PPchildren and national nonPP is narrowed (currently 29% reading, 14% writing, 18% maths and 11% RWM).</b></p>

### 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: £285,810

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reduce class sizes to secure progress towards the expected standard.</p> <p>Additional Teacher per year group:</p> <p>£285,810</p>	<p>Evidence gathered by the Education Endowment Foundation (EEF) shows a reduction of class sizes improves opportunities for more effective teaching and accelerated learning (Approx 2 months per year). The Team around the child is essential to be able to establish relationships and ensure security to understand needs of individual children and be able to target tasks appropriately.</p> <p>A report released by the EEF, identifies support and mentoring during the early careers of teachers as a top priority. The report finds:</p> <ul style="list-style-type: none"> <li>- By developing the classroom structures that support vulnerable pupils in school, class sizes can be reduced to facilitate the rapid progress towards the expected standard.</li> <li>- Through providing extended-release time of staff alongside the development of national qualifications, coaching and mentoring can further support staff in developing small group and intervention groups.</li> </ul> <p><a href="#">reducing-class-size</a></p> <p><a href="#">small-group-tuition</a></p> <p><a href="#">oral-language-interventions</a></p>	<p>1,2,3,4,5,6,7</p>

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

Budgeted cost: £128,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Additional Teaching Assistants:</p> <p>£110,000</p>	<p>Additional TAs to help support children with reading &amp; phonics and provide additional small group support throughout the day.</p> <p>Due to and poor socio-economic and level of disadvantage, children are unlikely to have the breadth of vocabulary, knowledge and skills required that non-pupil premium Reception children have. The additional adult support enables opportunities to 'level the playing field' for our children in being able to aid learning, development and provide strong, reliable relationships that foster security and confidence to learn and try new experiences.</p> <p><a href="#">teaching-assistants</a></p> <p><a href="#">teaching-assistant-interventions</a></p>	<p>1,2,3,4,5,6,7</p>
<p>Purchase reading resources to support the increasing number of disadvantaged children across school.</p> <p>£6,000</p>	<p>The development of reading strategies supports disadvantaged children in their attainment in reading and accessing the wider curriculum. Children need to develop a "love of reading" if they are to be able to meet the expected standard.</p> <p><a href="#">reading-comprehension-strategies</a></p> <p><a href="#">read-write-inc-and-fresh-start</a></p>	<p>2,3,5,7</p>
<p>Reading Support Program</p> <p>£12,000</p>	<p>Lunchtime Supervisors listen to children read, promoting reading for enjoyment and improved the status of reading. Develop confidence and establish relationship with other adults and role models.</p>	<p>1,2,3,5,7</p>

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

Budgeted cost: £92,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Data Analysis</p> <p>£350</p>	<p>IDACI analysis from The School Data Company to help staff and Governors understand the context and levels of deprivation that our children are currently in.</p>	

<p>Holiday School in partnership with UCA £6,000</p>	<p>Summer School, run in partnership with our feeder secondary school, gives an opportunity to offer that face-to-face support for Year 4, 5 &amp; 6 children. It offers an important opportunity to support pupils' wellbeing and develop relationships with staff in their next school. Summer school includes highly creative English and Maths activities, enrichment activities, such as team games, music, drama and sports.</p>	<p>5,6,7</p>
<p>Support for pupils emotional and social well being £72,000</p>	<p>UK study published by the Department for Education (DfE) found that pupil wellbeing predicted their later academic progression and engagement in school. For example, pupils with better emotional wellbeing at age seven made more than one term's progress compared to that poorer emotional wellbeing.</p>	<p>3,5</p>
<p>To improve attendance through strategic attendance lead, pastoral support and employment of EWO £14,000</p>	<p>For children to thrive at school, the positive interventions in terms of attendance and achievement can have a significant impact on the attainment of all disadvantaged children. The EEF has researched that it can add up to 4 months onto the progress of children. <a href="#">The-link-between-absence-and-attainment</a></p>	<p>6</p>

**Total budgeted cost: £506,160.00**

## **Part B: Review of outcomes in the previous academic year**

### **Pupil premium strategy outcomes**

# EYFS

EYFS GLD	Year	GLD & Early Learning Goals															
		PP v NonPP SUMMARY															
		No.	GLD			CL List, Att & Und			CL Speaking			LIT Word Reading					
2025 National not yet published <b>ALL PUPILS</b>	2025	61	62%	NATIONAL	68%	SCHOOL	62%	NATIONAL	82%	SCHOOL	64%	NATIONAL	82%	SCHOOL	69%	NATIONAL	76%
	2024	65	52%		68%		63%		82%		62%		82%		62%		76%
	2023	64	64%		67%		75%		82%		77%		83%		67%		76%
	3YR avg	190	59%		68%		67%		82%		67%		82%		66%		76%
Pupil Premium	2025	35	57%	NATIONAL	52%	SCHOOL	57%	NATIONAL	72%	SCHOOL	57%	NATIONAL	73%	SCHOOL	66%	NATIONAL	61%
	2024	36	50%		52%		61%		72%		61%		73%		56%		61%
	2023	38	55%		52%		68%		73%		71%		74%		55%		61%
	3YR avg	109	54%		52%		62%		72%		63%		73%		59%		61%
Non Pupil Premium (Other)	2025	26	69%	NATIONAL	72%	SCHOOL	69%	NATIONAL	84%	SCHOOL	73%	NATIONAL	85%	SCHOOL	73%	NATIONAL	80%
	2024	29	55%		72%		66%		84%		62%		85%		69%		80%
	2023	26	77%		72%		85%		85%		85%		86%		85%		80%
	3YR avg	81	67%		72%		73%		84%		73%		85%		75%		80%
<b>Gaps 2023-2025</b>		Year	MAT Gap	NAT Gap		MAT Gap	NAT Gap		MAT Gap	NAT Gap		MAT Gap	NAT Gap		MAT Gap	NAT Gap	
School Pupil Premium v National Non-Pupil Premium		2025	15%	20%		27%	12%		28%	12%		14%	19%				
		2024	22%	20%		23%	12%		24%	12%		24%	19%				
		2023	17%	20%		17%	12%		15%	12%		25%	19%				
		3yr Avg	18%	20%		22%	12%		22%	12%		21%	19%				

## Year 1 Phonics

PHONICS Y1	Year	PHONICS				
		PP v NonPP SUMMARY				
			No.	32+ / 40		
ALL PUPILS	2025	SCHOOL	62	84%	NATIONAL	80%
	2024		69	81%		80%
	2023		73	86%		79%
	3YR avg		204	84%		80%
Pupil Premium	2025	SCHOOL	39	82%	NATIONAL	67%
	2024		43	74%		68%
	2023		47	81%		67%
	3YR avg		129	79%		67%
Non Pupil Premium (Other)	2025	SCHOOL	23	87%	NATIONAL	84%
	2024		26	92%		84%
	2023		26	96%		83%
	3YR avg		75	92%		84%
<b>Gaps 2023-2025</b>		Year	MAT Gap	NAT Gap		
School Pupil Premium v National Non-Pupil Premium		2025	2%	17%		
		2024	10%	16%		
		2023	2%	16%		
		3yr Avg	5%	16%		

**KS1 – Year 2**

Percentage of pupils working at expected standard or greater depth

Pupil Premium Analysis

PERFORMANCE DATA		2023			2024			2025			3yr avg.		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pupils		38	45	83	41	37	78	35	34	69	114	116	230
School PP Cohort	Pupil Premium	28	32	60	28	29	57	20	21	41	76	82	158
	SEN	3	6	9	8	5	13	4	4	8	15	15	30
	EAL	1	1	2	1	2	3	0	0	0	2	3	5
	LAC	0	0	0	2	1	3	2	2	4	4	3	7
READ TA	School PP	64%	56%	60%	43%	72%	58%	70%	71%	71%	58%	66%	62%
	TSDC Avg. NonPP	74%	79%	77%	74%	78%	76%	73%	80%	77%	74%	79%	77%
	TSDC Avg. All Pupils	67%	73%	70%	66%	73%	70%	67%	74%	70%	66%	73%	70%
	TSDC Avg. PP	53%	62%	57%	52%	64%	58%	55%	64%	60%	53%	63%	58%
WRIT TA	School PP	61%	63%	62%	32%	59%	46%	45%	57%	51%	46%	60%	53%
	TSDC Avg. NonPP	66%	76%	71%	66%	76%	71%	64%	76%	70%	65%	76%	71%
	TSDC Avg. All Pupils	57%	68%	63%	57%	70%	63%	58%	70%	64%	57%	69%	63%
	TSDC Avg. PP	42%	54%	48%	41%	60%	50%	47%	61%	54%	43%	57%	50%
MATHS TA	School PP	75%	53%	63%	54%	69%	61%	80%	67%	73%	68%	62%	65%
	TSDC Avg. NonPP	79%	78%	79%	80%	78%	79%	79%	78%	78%	79%	78%	79%
	TSDC Avg. All Pupils	72%	72%	72%	72%	73%	72%	73%	72%	73%	72%	72%	72%
	TSDC Avg. PP	58%	61%	60%	58%	63%	61%	63%	63%	63%	59%	62%	61%
SCI TA	School PP	86%	81%	83%	68%	79%	74%	80%	86%	83%	78%	82%	80%
	TSDC Avg. NonPP	84%	87%	85%	80%	82%	81%	76%	82%	79%	82%	85%	83%
	TSDC Avg. All Pupils	77%	82%	79%	74%	78%	76%	72%	77%	74%	75%	80%	78%
	TSDC Avg. PP	65%	71%	68%	63%	73%	68%	64%	68%	66%	64%	71%	68%

Percentage of pupils working at greater depth

Pupil Premium Analysis

PERFORMANCE DATA		2023			2024			2025			3yr avg		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pupils		38	45	83	41	37	78	35	34	69	114	116	230
School PP Cohort	Pupil Premium	28	32	60	28	29	57	20	21	41	76	82	158
	SEN	3	6	9	8	5	13	4	4	8	15	15	30
	EAL	1	1	2	1	2	3	0	0	0	2	3	5
	LAC	0	0	0	2	1	3	2	2	4	4	3	7
READ TA	School PP	0%	3%	2%	4%	14%	9%	10%	5%	7%	4%	7%	6%
	TSDC Avg. NonPP	21%	22%	22%	20%	23%	21%	21%	25%	23%	21%	23%	22%
	TSDC Avg. All Pupils	16%	18%	17%	16%	19%	17%	17%	19%	18%	16%	18%	17%
	TSDC Avg. PP	7%	10%	9%	9%	11%	10%	9%	10%	9%	8%	10%	9%
WRIT TA	School PP	0%	3%	2%	4%	3%	4%	0%	0%	0%	1%	2%	2%
	TSDC Avg. NonPP	8%	13%	11%	10%	13%	11%	11%	16%	13%	9%	14%	11%
	TSDC Avg. All Pupils	6%	10%	8%	7%	10%	8%	8%	12%	10%	7%	10%	9%
	TSDC Avg. PP	2%	5%	3%	2%	4%	3%	4%	5%	4%	2%	5%	4%
MATHS TA	School PP	7%	3%	5%	4%	3%	4%	0%	5%	2%	4%	4%	4%
	TSDC Avg. NonPP	22%	15%	18%	21%	14%	17%	25%	17%	21%	22%	15%	19%
	TSDC Avg. All Pupils	17%	12%	15%	18%	12%	15%	20%	13%	16%	18%	12%	15%
	TSDC Avg. PP	10%	6%	8%	12%	7%	10%	11%	6%	8%	11%	6%	8%

Year 4 Multiplication Tables Check (MTC)

Multiplication Times Tables (MTC)	Year	Average Score				% 25/25				
		PP v NonPP SUMMARY								
		No.	32+ / 40		No.	32+ / 40				
2025 National not yet published <b>ALL PUPILS</b>	2025	83	20.9	NATIONAL	20.6	SCHOOL	83	34%	NATIONAL	34%
	2024	86	20.3		20.6		86	20%		34%
	2023	84	22.5		20.2		84	33%		29%
	3YR avg	253	21.2		20.5		253	29%		32%
Pupil Premium	2025	67	20.3	NATIONAL	18.9	SCHOOL	67	30%	NATIONAL	25%
	2024	66	19.9		18.9		66	17%		25%
	2023	54	22.1		18.3		54	28%		21%
	3YR avg	187	20.8		18.7		187	25%		24%
Non Pupil Premium (Other)	2025	16	23.3	NATIONAL	21.3	SCHOOL	16	50%	NATIONAL	37%
	2024	20	21.7		21.3		20	30%		37%
	2023	30	23.2		20.9		30	43%		33%
	3YR avg	66	22.7		21.2		66	41%		36%
<b>Gaps 2023-2025</b>		Year	MAT Gap	NAT Gap	MAT Gap	NAT Gap				
School Pupil Premium v National Non-Pupil Premium		2025	1.0	2.4	7%	12%				
		2024	1.4	2.4	20%	12%				
		2023	-1.2	2.6	5%	12%				
		3yr Avg	0.4	2.5	11%	12%				

**KS2 – Year 6 SATs**

Key Stage Two	Year	EXPECTED STANDARD															
		PP v NonPP SUMMARY															
		No.	RWM Comb		Reading			Writing			Maths						
ALL PUPILS	2025	87	59%	NATIONAL	62%	SCHOOL	70%	NATIONAL	75%	SCHOOL	68%	NATIONAL	72%	SCHOOL	79%	NATIONAL	74%
	2024	79	47%		61%		54%		74%		71%		72%		66%		73%
	2023	83	54%	60%	70%	73%	66%	71%	73%	73%							
	3YR avg	249	53%	61%	65%	74%	68%	72%	73%	73%							
Pupil Premium	2025	58	50%	NATIONAL	47%	SCHOOL	62%	NATIONAL	63%	SCHOOL	55%	NATIONAL	59%	SCHOOL	76%	NATIONAL	61%
	2024	59	44%		45%		53%		62%		68%		58%		61%		59%
	2023	50	48%	44%	68%	60%	62%	58%	66%	59%							
	3YR avg	167	47%	45%	60%	62%	62%	58%	68%	60%							
Non Pupil Premium (Other)	2025	29	76%	NATIONAL	69%	SCHOOL	86%	NATIONAL	81%	SCHOOL	93%	NATIONAL	78%	SCHOOL	86%	NATIONAL	80%
	2024	20	55%		67%		60%		80%		80%		78%		80%		79%
	2023	33	64%	66%	73%	78%	73%	77%	85%	79%							
	3YR avg	82	66%	67%	74%	80%	82%	78%	84%	79%							
<b>Gaps 2023-2025</b>		Year	MAT Gap	NAT Gap	MAT Gap	NAT Gap	MAT Gap	NAT Gap	MAT Gap	NAT Gap	MAT Gap	NAT Gap					
School Pupil Premium v National Non-Pupil Premium		2025	19%	22%	19%	18%	23%	19%	4%	19%							
		2024	23%	22%	27%	18%	10%	20%	18%	20%							
		2023	18%	22%	10%	18%	15%	19%	13%	20%							
		3yr Avg	20%	22%	19%	18%	16%	19%	12%	20%							

Key Stage Two	Year	High Score / Greater Depth															
		PP v NonPP SUMMARY															
		No.	RWM Comb		Reading			Writing			Maths						
ALL PUPILS	2025	87	1%	NATIONAL	8%	SCHOOL	14%	NATIONAL	33%	SCHOOL	2%	NATIONAL	13%	SCHOOL	16%	NATIONAL	26%
	2024	79	4%		8%		19%		29%		6%		13%		19%		24%
	2023	83	4%	8%	19%	29%	5%	13%	19%	24%							
	3YR avg	249	3%	8%	17%	30%	4%	13%	18%	25%							
Pupil Premium	2025	58	0%	NATIONAL	4%	SCHOOL	10%	NATIONAL	21%	SCHOOL	2%	NATIONAL	7%	SCHOOL	14%	NATIONAL	7%
	2024	59	0%		3%		15%		18%		3%		6%		17%		13%
	2023	50	2%	3%	10%	17%	2%	7%	12%	13%							
	3YR avg	167	1%	3%	12%	19%	2%	7%	14%	11%							
Non Pupil Premium (Other)	2025	29	3%	NATIONAL	11%	SCHOOL	21%	NATIONAL	39%	SCHOOL	3%	NATIONAL	16%	SCHOOL	21%	NATIONAL	32%
	2024	20	15%		10%		30%		33%		15%		16%		25%		29%
	2023	33	6%	10%	33%	34%	9%	16%	30%	29%							
	3YR avg	82	7%	10%	28%	35%	9%	16%	26%	30%							
<b>Gaps 2023-2025</b>		Year	MAT Gap	NAT Gap	MAT Gap	NAT Gap	MAT Gap	NAT Gap	MAT Gap	NAT Gap							
School Pupil Premium v National Non-Pupil Premium		2025	11%	7%	29%	18%	14%	9%	18%	25%							
		2024	10%	7%	18%	15%	13%	10%	12%	16%							
		2023	8%	7%	24%	17%	14%	9%	17%	16%							
		3yr Avg	10%	7%	23%	17%	14%	9%	16%	19%							

## Further information

At Pallister Park Primary School, we '**Work Hard, Play Hard**' and our Curriculum is designed to show our children how to live by this ethos. With 99% of the school's pupils living in an area classed as being one of the 10% most deprived areas in England and one that can be further broken down to 93% of the pupils living in an area classed as being one of the 5% most deprived areas in England, we need to make careful use of funding further to the Pupil Premium Funding set at around 60%.

In addition to the specific Pupil Premium work set out above, we make sure that all pupils, regardless of their classification, access our '**50 Things To do Before You Leave Pally**'. This is at the heart of our provision and a commitment to make sure they have the childhood they deserve, full of exciting opportunities and embrace the support of families in order to achieve this. Activities include: Year 6 residential trip to Carlton Outdoor Education Centre, Year 5 canoeing, Year 4 hiking across the NY Moors to Captain Cook's Monument, Year 3 visiting Great Ayton caves, Year 2 having a trip to the seaside, Year 1 going to the panto, Rec going to the farm & Nursery even meeting Santa's elves.

We also offer a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. All pupils will be encouraged and supported to participate.

Other information to be considered

- Additional teaching and learning opportunities provided through external agencies (Apollo Arts)
- Funding of specialist learning software – Pallister Park regularly appear on the Times Table Rockstars League of Top of schools demonstrating how effective this is and an essential part of learning and engagement. Reading Plus accelerates reading achievements by customizing instructions for every student by placing students at their just-right levels based on assessment data, and continually adapting to ongoing progress.
- World Book Day changes lives through a love of books and shared reading. We believe that having access to books and developing a love of reading for pleasure is vital for a child's future and we want to bring the magic of books to children and young people everywhere. At Pallister Park we purchase every child their own book to take home and enjoy.
- Magic Breakfast provides healthy school breakfasts to children at risk of hunger in disadvantaged areas of the UK. Food deprivation is high at Pallister Park. Research shows hungry children do not perform as well. A hungry child cannot concentrate so could miss out on half a day of lessons every school day if not given anything nutritious to eat first thing.
- Forest school program - Forest School is a child-centred inspirational learning process, that offers opportunities for holistic growth through regular sessions. It is a long-term program that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting. From Rec to Y6 children take part in a range of activities both in school and out of school. This allows children not only the opportunity to challenge themselves but also an opportunity to discover their local environment and what it has to offer.

- Year 6 Rubies - Rubies has developed a unique 8-week course for Year 6 girls to support them as they prepare for the transition to secondary school. Rubies encourage girls to know their strengths and true worth. The girls are taught that they are valued and have inherent worth. We believe that they have strengths and great potential and that, like natural rubies, they can develop their own vibrant characters.
- Pupil of the Week - Every week one child is chosen from each class to win the coveted award of Pupil of the Week. This award is given for various reasons, such as; being polite, listening well in class, working to the best of your ability, good attendance and following the rules in school.
- Water Bottles - We buy every child a school water bottle and replace the lids on a termly basis. Research shows the amount of fluid consumed by most young people is below the recommended levels for good health and wellbeing, and that a school intervention plan is desirable. Research also proves that hydration is key to successful learning and can dramatically affect a child's ability to concentrate.
- Fun Day - End of year reward to celebrate excellent behaviour and attitudes to learning. Future motivation to make sure Pallister Park children are always the best they can be.
- KS2 Fruit - In addition to a breakfast we consider a piece of fruit at break time an essential part of a healthy diet and routine. Research shows hungry children do not perform as well. A hungry child cannot concentrate so could miss out on half a day of lessons every school day if not given anything nutritious to eat.
- At Christmas the whole school go to the Panto to see a traditional fairytale show.