

Pupil Premium Strategy - May Park 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	450
Proportion (%) of pupil premium eligible pupils	34%
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)	2023-2024 2024-2025 2025-2026
Date this statement was published	Dec 1 st 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Emma Tovey Headteacher
Pupil premium lead	Sam Williams Inclusion Lead Assistant Deputy Head Teacher
Governor / Trustee lead	Anja Dalton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£212,100
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>	£212,100

Part A: Pupil premium strategy plan

Statement of intent

May Park Primary School is located in Bristol (BS5) and serves a diverse community. Our school is located in an area which is in the top 15% deprived neighbourhoods in England, with crime and the living environment deemed in the top 10% of neighbourhoods in England and income deprivation affecting children deemed in the top 7% of neighbourhoods in England (English indices of deprivation 2025).

With 450 pupils aged 3-11, approximately 34% of our pupils are eligible for pupil premium funding. We recognise that disadvantage can take many forms and are committed to understanding and addressing the specific needs of our pupils and their families. However, it's difficult for some of our families to fully access support as needed, due to the level of deprivation that some households face.

At May Park Primary School, we are committed to ensuring that all pupils, regardless of their background or circumstances, have access to high-quality education that enables them to achieve their full potential. Our pupil premium strategy is designed to address the specific barriers faced by our disadvantaged pupils and to accelerate their progress across all areas of learning.

This statement outlines our pupil premium strategy for the 2025-2026 academic year, building on the successes and learning from previous years. It details how we intend to spend the funding to improve the attainment and wider outcomes of our disadvantaged pupils, in line with the Education Inspection Framework 2025.

Our key principles:

- High-quality teaching is the foundation of our approach
- We focus on evidence-based interventions with proven impact
- We address both academic and non-academic barriers to learning
- We maintain high expectations for all pupils
- We monitor impact rigorously and adapt our approach based on evidence

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>Evidence: In 2024-25 attendance for PP students was 91.20%. This was an improvement from 90.20% in 2023-24. Non-PP students had an attendance of 92.2% in 2024-25. Persistent absence for PP students was 31.70%. This was an improvement from 40.60% in 2023-24.</p> <p>The attendance and persistent absence of PP students is below the national primary school PP student averages (92.60%/24.40%) and below the national overall primary averages (94.90%/14.30%) for all students, resulting in attendance being a barrier to the attainment of PP students at May Park.</p> <p>Impact:</p> <ul style="list-style-type: none"> • Pupils with attendance below 92% miss approximately 15 days of learning per year • Persistent absence affects continuity of learning and progress • Lower attendance correlates with lower attainment outcomes • Gaps in learning are harder to close when attendance is inconsistent <p>Context:</p> <ul style="list-style-type: none"> • Some families face practical barriers (health issues, caring responsibilities, transport) • Some pupils experience anxiety about school attendance • Cost of living pressures affect some families' ability to maintain regular attendance
2	<p>Language and Communication Skills</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Speech and language assessments show that a higher proportion of PP pupils enter Reception with language skills below age-related expectations • Vocabulary gaps widen as pupils progress through school • Limited exposure to rich language experiences at home for some pupils • Impact on reading comprehension and writing skills

	<p>Impact:</p> <ul style="list-style-type: none"> • Affects access to the curriculum across all subjects • Limits ability to express understanding and ideas • Impacts social interactions and relationships • Affects confidence and self-esteem
3	<p>Reading Fluency and Comprehension</p> <p>Evidence:</p> <ul style="list-style-type: none"> • While phonics outcomes have improved significantly, some PP pupils struggle to apply phonics skills to reading fluency • Reading comprehension scores show PP pupils are more likely to struggle with inference and deduction • Home reading engagement is lower for some PP families • Access to quality reading materials at home varies <p>Impact:</p> <ul style="list-style-type: none"> • Affects progress across the curriculum • Limits vocabulary development • Reduces engagement with learning • Affects confidence as a learner
4	<p>Mathematical Reasoning and Problem-Solving</p> <p>Evidence:</p> <ul style="list-style-type: none"> • KS1 maths outcomes declined slightly in 2024-25 (from 55% to 51% ARE+) • PP pupils are less likely to achieve greater depth in maths • Mathematical reasoning and problem-solving are particular areas of challenge • Some pupils lack confidence in maths and have a fixed mindset about their abilities <p>Impact:</p> <ul style="list-style-type: none"> • Limits progress in maths • Affects ability to apply maths skills in real-world contexts

	<ul style="list-style-type: none"> • Reduces engagement with maths learning • Impacts future educational and career opportunities
5	<p>Social, Emotional, and Mental Health (SEMH)</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Higher proportion of PP pupils experience anxiety, low self-esteem, or other SEMH needs • Some PP pupils have experienced adverse childhood experiences (ACEs) • Behaviour incidents are disproportionately higher for some PP pupils • Some pupils lack strategies to regulate emotions and manage relationships <p>Impact:</p> <ul style="list-style-type: none"> • Affects readiness to learn • Impacts behaviour and relationships • Reduces engagement with learning • Affects attendance and punctuality • Limits participation in wider school activities
6	<p>Parental Engagement and Home Learning Environment</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Lower attendance at parents' evenings and school events for some PP families • Variable engagement with home learning activities • Some families lack confidence in supporting learning at home • Some families face practical barriers to engagement (work patterns, language, confidence) <p>Impact:</p> <ul style="list-style-type: none"> • Limits reinforcement of learning at home • Reduces opportunities for practice and consolidation • Affects pupils' attitudes to learning • Limits cultural capital and wider experiences

Challenge	Intended outcome	Success criteria
2,3,4	Quality First Teaching consistently meets needs of PP pupils	Teaching observations and learning walks show effective differentiation and support for PP pupils Target 100% of teaching is at least 'good' PP pupils make progress in line with non-PP in all lessons
2	Early language skills improve	Higher proportion of PP pupils achieve GLD, particularly in Communication & Language Target PP GLD: 70%+ Gap with non-PP: <5pp
3	Phonics outcomes continue to improve	PP pupils achieve in line with or above national average in Year 1 phonics screening Target Year 1 PP: 70%+ Year 2 PP: 95%+
3	Reading fluency and comprehension improve	All PP pupils read at age-related expectations or are making accelerated progress Target 80%+ of PP pupils reading at ARE+ 100% making expected or better progress
3+4	KS1 outcomes improve, particularly in maths	PP pupils achieve at least in line with national average at ARE+ Target PP pupils: Reading: 65%+ Writing: 60%+ Maths: 60%+

Challenge	Intended outcome	Success criteria
3+4	KS2 outcomes are sustained and improved	<p>Strong KS2 outcomes are maintained, with focus on increasing GDS</p> <p>Target PP pupils: Combined ARE+: 65%+ Increase GDS in writing to 12%+ Maintain/improve GDS in reading and maths</p>
4	Mathematical reasoning improves	<p>PP pupils demonstrate improved problem-solving and reasoning skills</p> <p>Target Increase by 10pp at KS1 Maintain/improve at KS2</p>
5	SEMH needs are effectively supported	<p>Reduced behaviour incidents for PP pupils; improved wellbeing scores</p> <p>Target 20% reduction in behaviour incidents Improved wellbeing scores on pupil surveys</p>
6	Parental engagement increases	<p>Higher attendance at school events and engagement with home learning</p> <p>Target 75%+ attendance at parents' evenings 80%+ engagement with home learning</p>
7	PP pupils access enrichment opportunities	<p>All PP pupils participate in at least one extra-curricular activity or enrichment experience</p> <p>Target 100% of PP pupils access at least one subsidised club or trip 50%+ participate in regular extra-curricular activity</p>

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: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensuring all teaching is at least 'good', with increasing proportion 'outstanding'</p> <p>Developing teachers' expertise in adaptive teaching to meet the needs of all learners</p> <p>Embedding effective assessment for learning</p> <p>Developing subject knowledge and pedagogical expertise</p> <p>Creating an inclusive, ambitious curriculum</p>	<p>EEF Evidence:</p> <p>Quality First Teaching has the greatest impact on disadvantaged pupils (+5 months progress)</p> <p>Mastery Learning techniques aim to ensure that all pupils have mastered key concepts before moving on to the next topic (+5 months progress)</p> <p>EEF Guidance Reports:</p> <p>Develop pupils' speaking and listening skills and wider understanding of language (2021)</p> <p>Improving Literacy in Key Stage 2 (2021)</p> <p>Improving Mathematics in the Early Years and Key Stage 1 (2020)</p> <p>Improving Mathematics in Key Stages 2 and 3 (2022)</p>	<p>2,3,4</p>

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

Budgeted cost: £ 65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Evidence-based interventions delivered by trained staff</p> <p>Regular assessment to identify pupils who need support</p> <p>Focus on phonics, reading, writing, and maths</p> <p>Pre-teaching and post-teaching to support curriculum access</p> <p>Targeted support for pupils working below age-related expectations</p>	<p>EEF Evidence:</p> <p>Small group tuition (+4 months),</p> <p>One-to-one tuition (+5 months),</p> <p>Phonics (+5 months)</p>	2,3,4

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

Budgeted cost: £ 47,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving attendance and reducing persistent absence</p> <p>Supporting social, emotional, and mental health needs through a</p>	<p>EEF Toolkit Evidence:</p> <p>Parental engagement (+4 months)</p> <p>Social and emotional learning (+4 months)</p>	1,5,6,7

<p>Thrive and Nurture approach</p> <p>Increasing parental engagement through daily parental events and additional support to access universal services</p> <p>Providing enrichment opportunities and building cultural capital</p> <p>Ensuring pupils are ready to learn (breakfast club, uniform, equipment)</p> <p>Access to nurture and pastoral support systems for children and families</p>	<p>Behaviour interventions (+4 months)</p> <p>EEF Guidance Report:</p> <p>Improving Behaviour in Schools (2019)</p> <p>Improving Social and Emotional Learning in Primary Schools (2019)</p> <p>Supporting School Attendance - Reflection and Planning Tool (2024)</p> <p>Working with Parents to Support Children's Learning (2021)</p>	
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Total budgeted cost: £ 212,100

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Academic outcomes for disadvantaged pupils for RWM, Reading and Maths show good improvements for PP students from previous academic year.

Attendance and PA show good improvements for PP students from previous academic year.

Whilst current improvements are positive, the school is aware that in some areas national thresholds have not yet been met and current strategies and plans reflect the schools ambition to exceed national outcome levels for disadvantaged pupils.

Attendance – PP 91.20% - National PP 92.60% - Relative Improvement from 2023-24

PA – PP 31.70% - National PP 24.40% - Relative Improvement from 2023-24

Suspensions 1+ – PP 5.14% - National PP 2.33% - No Sig Change

RWM – PP 41% - National PP 47% - Close to Avg/Narrowing

Reading – PP 59% - National PP 63% - Close to Avg/Narrowing

Writing – PP 59% - National PP 59% - Close to Avg/Widening

Maths – PP 47% - National PP% 61% - Below/Narrowing

Externally provided programmes

lease 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)

*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***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.