

# Pupil premium strategy statement – Parkside Community School

This statement details our school's use of pupil premium (and recovery 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	576
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	31 December 2025
Statement authorised by	L Asher, Deputy Headteacher
Pupil premium lead	L Asher, Deputy Headteacher
Governor / Trustee lead	J Horton

## Funding overview

Detail	Amount
Pupil premium funding allocation this financial year	£ 317,100
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this financial year</b> <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>	£317,100

# Part A: Pupil premium strategy plan

## Statement of intent

Parkside Community School is committed to removing the barriers to learning, participation and belonging that pupils may possess in order to support them to achieve their very best life chances and to care about the choices that will shape their future.

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 disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We spend the pupil premium as a part of our whole-school teaching and learning strategy. The school draws on research evidence from our own experience to allocate funding to activities that are most likely to maximise achievement. We never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged pupils to achieve the highest levels. We consider effective use of Pupil Premium, as published by the EEF (found here:

<https://educationendowmentfoundation.org.uk/public>

To assure our approach is effective we will:

- Use a range of diagnostic assessment and feedback to identify controllable factors that impact our disadvantaged learners.
- Ensure that intervention is early and appropriately personalised to suit students' needs.
- Share consistently high expectations of academic progress across all subjects, including suitable levels of support and challenge.
- Raise students' aspirations to build cultural capital and broaden their range of potential future pathways.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Attainment</b> - Although in previous years disadvantaged pupils have made above expected progress, the current cohort of students' predicted outcomes show that there are gaps in terms of attainment and plans to diminish any difference must be swiftly implemented.
2	<b>Teaching</b> – Resilience/Independence: Recent assessment, work scrutiny and feedback from leaders highlighted a drop in students' resilience when approaching independent and extended pieces of work. A larger percentage of students demonstrate a lack of self-regulation and motivational strategies when faced with more challenging tasks. In addition, a lack of awareness of how to improve and respond to feedback has been noted.
3	<b>Literacy</b> - A significant proportion of pupils join Parkside with KS2 English Reading SAT scores significantly below the national average (2024 KS3 students 43% working towards expected standard) forming a key barrier to participation in all areas of the curriculum, including a high proportion of disadvantaged students. After undertaking reading assessments in school, we have found that currently: 47% of pupils are 20% below their chronological reading age 20.4% of pupils are more than 20% below their chronological reading age
4	<b>Attendance:</b> Although improving, currently the school's attendance is below the secondary school National average and we need to take measures to address the gap between attendance of PP students and non-PP students. For the academic year 2023 2024, the attendance gap was -1.56%
5	<b>Behaviour:</b> The current number of fixed term suspensions particularly amongst disadvantaged and SEND pupils is too high. Although suspensions are used appropriately, the school's suspension rate is significantly above the National average

## 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
All pupils including disadvantaged and SEND pupils make expected progress in their learning and achieve well over time	<ul style="list-style-type: none"> <li>Further develop the effectiveness of some teaching to successfully adapt the curriculum to meet the needs of pupils with SEND whilst continuing to be ambitious. It must develop pupils' knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence</li> </ul>

	<ul style="list-style-type: none"> <li>• Further develop some teaching (through effective opportunities for memory platforms and retrieval/interleaving activities) to help pupils to remember long-term the content they have been taught, and to apply new knowledge into different situations (knowing more, remembering more, so they can do more). Develop formative feedback in lessons and feedback cycles so misconceptions are picked up and gaps in learning reduced.</li> <li>• Develop an ambitious alternative curriculum for the most vulnerable pupils that has a breadth that gives them the conditions, knowledge and skills to be successful</li> </ul>
Ensure that students have the resilience /independence when approaching independent and extended pieces of work. A large percentage of students demonstrate a lack of self-regulation and motivational strategies when faced with more challenging tasks	<ul style="list-style-type: none"> <li>• Develop feedback cycles so students have the opportunity to improve their work and any misconceptions are identified and acted upon in a timely manner</li> <li>• Teach students the skill to complete longer extended pieces of work</li> <li>• Students outcomes at GCSE in literacy-based subjects improve</li> </ul>
Ensure that the curriculum is expertly adapted across all subjects to meet pupils' literacy needs	<ul style="list-style-type: none"> <li>• Continue to ensure that reading is prioritised to allow pupils to access the full curriculum offer and develop their fluency, confidence and enjoyment in reading</li> <li>• Further develop reading programmes and interventions to ensure that pupils read widely and often, with fluency and comprehension appropriate to their age</li> <li>• Develop the school library (area and usage) and the role of the newly appointed learning resource centre manager</li> <li>• Ensure reading attainment is assessed so gaps can be addressed quickly and effectively for all pupils. Develop the impact measurement of the school's literacy strategies through the tracking of pupil reading ages</li> <li>• PP students' average reading age assessment data to increase to match those of non-PP students and demonstrate a closing gap between the two</li> <li>• Improved engagement across the curriculum of students who entered KS3 with lower than expected reading ages, due to personalised literacy intervention and improved comprehension skills over time. Teachers</li> </ul>

	should also recognise this improvement through the quality of students' written work.
Ensure that the school's attendance is above the secondary school National average	<ul style="list-style-type: none"> <li>• Further develop the reward and sanction systems for attendance</li> <li>• Implement structural changes to encourage good pupil attendance (school day, year lead model, etc.)</li> <li>• Develop classroom practice expectations and staff CPD focused on strategies to close gaps in learning and grow confidence that low attenders belong in a learning space</li> <li>• Deliver attendance RAP meetings for each year group (raising attendance panel) to tightly track data so appropriate, swift and effective action can occur to remove barriers for pupils' attendance</li> <li>• Develop effective pastoral support for attendance through a proactive attendance intervention menu</li> </ul>
Reduce the number of fixed term suspensions particularly amongst disadvantaged and SEND pupils.	<ul style="list-style-type: none"> <li>• Further develop the delivery of the school's behaviour curriculum</li> <li>• Further develop the school's pastoral structures and the delivery of a proactive pastoral intervention menu to support all pupils to 'care about the choices that affect their future'</li> <li>• Form and deliver a parental strategy (with a parent forum at the heart of this) that further engages parents/carers with the school and their child's education</li> <li>• Deliver bespoke training to all staff that supports positive pupil behaviours. This must include key T&amp;L foci, reiteration of school's expectations so they are commonly understood and applied consistently and fairly, de-escalation techniques and key SEND strategies</li> </ul>

## 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: £243,844

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing to support facilitation of additional groups in English, maths and science at KS4	Small group tuition as evidenced by the EEF enables students to make good progress. Using teaching staff to support this learning ensures that quality first teaching is attained and relationships within the lessons are strong.	1,2,3,4,5
CPD behaviour management training.	The EEF are very clear that high-quality teaching is of paramount importance for any pupil premium strategy. Relationships within in school are key to this. CPD including behaviour management training, including Emotion Coaching.	1,2,3,4,5
CPD to improve feedback cycles and extended writing answers	The EEF are very clear that high-quality teaching is of paramount importance for any pupil premium strategy.	1,2,3,4
Improving literacy across the curriculum in line with the EEF Improving Literacy in Secondary Schools guidance. Focus on the 3 key areas of literacy within school: <ul style="list-style-type: none"> <li>• Literacy intervention</li> <li>• Literacy across the curriculum</li> <li>• Reading for pleasure (with focus on 'Reading to</li> </ul>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject.</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in Maths and English.</p> <p>Review of our current whole school literacy provision, in line with 'Ofsted Literacy Report' <a href="https://www.gov.uk/government/publications/now-the-whole-school-is-reading-supporting-struggling-readers-in-secondary-school/now-the-whole-school-is-reading-supporting-struggling-readers-in-secondary-school">https://www.gov.uk/government/publications/now-the-whole-school-is-reading-supporting-struggling-readers-in-secondary-school/now-the-whole-school-is-reading-supporting-struggling-readers-in-secondary-school</a></p>	1, 3

Learn' rather than learning to read)		
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £14,743

Activity	Evidence that supports this approach	Challenge number(s) addressed
Y11 weekly intervention sessions led by all teachers of Y11 post mock exams. All disadvantaged pupils will benefit.	All pupils need to supported to retain and remember more knowledge, this is a cornerstone of any good curriculum. All Ofsted Subject Reviews support the notion of additional time for retrieval practice. Y11 sessions will focus on retrieval.	1,2,3,4
Y11 Humanutopia days x2 to effectively prepare students for critical year socially and mentally and preparing them for post 16 aspirations.	To connect current performance and attendance in school to future outcomes and life chances. Raising aspirations, especially for disadvantaged students.	2,3,4
Y11 Revision Launch 1 day by Maximise Your Potential	To launch revision session to engage all students at this critical time.	2,3,4
1:1 reading support using the School Pastors to give students the opportunity to read aloud and improve their reading skills and confidence.	As evidenced by the EEF and their improving literacy in Secondary Schools document, improving reading fluency is an essential skill which must be mastered before students are able to read to learn.	1,3
1:1 literacy intervention to directly target students with poor literacy skills. Identification of these students through Catch up Literacy programme.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.	1,3
1:4 Lexonik literacy intervention.	Students who have a standardised score of 90-115 in Y9 to receive small group intervention to support reading.	1,3



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

Budgeted cost: £58,513

Activity	Evidence that supports this approach	Challenge number(s) addressed
Routines for learning – including equipment and uniform (blazers, ties, jumpers, shoes, PE kit)	We believe that uniform and equipment should not be a barrier to learning or attending school for our disadvantaged pupils.	4
Parkside Pick-up	Support any vulnerable or Pupil Premium students to attend regularly to school. Target Y11 students during the exam season to ensure max attendance	4
Social, Emotional and Mental Health Support.	To ensure the Pupil Premium pupils effectively engage with/have access to Early Help services. Pupil Premium pupils who have social, emotional and mental health areas of need are proven to have attendance issues that result in less than good progress that can impact post-16 life chances.	4,5

**Total budgeted cost: £317,100**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Disadvantaged pupil performance overview for 2022-2023:*

<i>Measure</i>	<i>Parkside Pupil Premium</i>	<i>National Pupil Premium</i>	<i>Parkside Non-pupil premium</i>	<i>National</i>
<i>Attainment 8</i>	40.56	35.0	49.33	46.3
<i>Basics 9-5</i>	25.0 %	27.4%	43.1%	45.3%

*Disadvantaged pupil performance overview for 2023-2024:*

<i>Measure</i>	<i>Parkside Pupil Premium</i>	<i>National Pupil Premium</i>	<i>Parkside Non-pupil premium</i>	<i>National</i>
<i>Attainment 8</i>	29.88	34.5	43.24	45.9
<i>Basics 9-5</i>	23.8%	25.8%	32.8%	45.9%

The table above outlines the performance of our disadvantaged pupils in the academic year 2022 2023 and 2023 2024. In 2022 2023, the progress 8 performance of our disadvantaged students is strong, and bucks the national trend significantly. The attainment 8 figures are also better than national. However, the performance of our disadvantaged students in 2023 2024 was below the school's expectation and this has led to a robust review of our disadvantaged strategy for the next academic year.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Steps to success	DANCOP

## Service pupil premium funding (optional)

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

**Further information (optional)**