

# 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 (numbers on roll in receipt of funding) 592 (current number on roll 2026)
Proportion (%) of pupil premium eligible pupils	53% (2025-26 funding) 59% (current percentage 2026)
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	31 December 2025
Date on which it will be reviewed	31 December 2026
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	£325,480
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>	£325,480

# Part A: Pupil premium strategy plan

## Statement of intent

At Parkside Community School, our mission is to ensure that every pupil—regardless of background—has the opportunity to thrive academically and personally. We are committed to removing barriers to learning, participation, and belonging so that every pupil can achieve their very best life chances and make informed choices about their future.

We also consider the challenges faced by vulnerable pupils, such as those who have SEND needs, social workers and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. We see disadvantage not as a deficit to be filled, but as a design prompt for better, more inclusive teaching. Therefore, high-quality teaching is the cornerstone of our approach. We adopt adaptive teaching strategies that are harmful to none and helpful to all, ensuring disadvantaged pupils make accelerated progress while sustaining and improving outcomes for non-disadvantaged peers. This approach is proven to have the greatest impact on closing attainment gaps.

Our Pupil Premium funding is not an isolated intervention; it is embedded within our whole-school improvement strategy. We draw on robust research, including the Education Endowment Foundation (EEF) guidance, and our own evidence to invest in activities that deliver measurable impact. We never equate disadvantage with low ability—our focus is on enabling every pupil to reach the highest standards.

To assure effectiveness, we will:

- Diagnose barriers precisely using assessment and feedback to target controllable factors.
- Intervene early and personally, tailoring support to individual needs.
- Maintain consistently high expectations across all subjects, ensuring challenge and support for all learners.
- Raise aspirations and build cultural capital, broadening future pathways and opportunities.

Our strategy is rigorously monitored and evaluated to ensure that Pupil Premium funding delivers sustained improvement in attainment, progress, and life chances. This commitment reflects our belief that disadvantage should never define destiny.

## Challenges

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

Challenge number	Detail of challenge		
1	<p><b>Attainment</b> - The Attainment 8 gap between disadvantaged and non-disadvantaged students narrowed significantly in 2025, reducing by 4.28 points compared to the previous year:</p> <ul style="list-style-type: none"> <li>• 2024 gap: 11.72</li> <li>• 2025 gap: 7.44</li> </ul> <p>Next Steps (2025–26):</p> <ul style="list-style-type: none"> <li>• Continue prioritising this cohort to further reduce the gap to ensure that vulnerable students achieve as well as, or better than, their peers.</li> </ul>		
2	<p><b>Teaching</b> – We are committed to building teacher knowledge and pedagogical expertise as we recognise that having an effective teacher in front of every class, who is supported to keep improving is especially important for socio-economically disadvantaged pupils. We are focusing on ensuring adaptive teaching strategies are used consistently by all staff, adopting a harmful to none but helpful to all approach. Through effective professional development we will retain great teachers who are committed to serving our community.</p>		
3	<p><b>Literacy –</b></p> <p><b>Context:</b> A significant proportion of pupils join Parkside with KS2 English Reading SAT scores below the national average. This forms a key barrier to participation across the curriculum, particularly impacting vulnerable students.</p> <p><b>2025 KS3 Cohort:</b></p> <p><b>47%</b> of students are working towards the expected standard in KS2 English Reading SATs (national average is significantly higher).</p> <p><b>Current Reading Age Data</b></p> <p>Following in-school reading assessments, the proportion of students with a reading age significantly below their chronological age is:</p> <p><b>Year Group % Below Chronological Reading Age</b></p> <table> <tr> <td>Year 7</td><td>47.4%</td></tr> </table>	Year 7	47.4%
Year 7	47.4%		

	<p>Year 8      43%</p> <p>Year 9      47.5%</p> <p><b>Key Findings</b></p> <ul style="list-style-type: none"> <li>Nearly <b>half of KS3 students</b> have reading ages below their chronological age.</li> <li>This impacts: <p style="text-align: center;"><b>Access to curriculum content</b> across all subjects.</p> <p style="text-align: center;"><b>Engagement and confidence</b> in learning.</p> </li> </ul> <p>We know that at Parkside, literacy is a whole-school priority. Without targeted intervention, students risk falling further behind academically.</p>
4	<p><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 2024 2025 attendance YTD was 90.13% and for PP students YTD 87.9%, an attendance gap of 2.24%</p>

## 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>• Outcomes for all students are strong and in line with at least national</li> <li>• Continued narrowing of disadvantaged gap</li> <li>• Successful implementation of the Y11 RAISE disadvantaged plan</li> </ul>
Teaching	<ul style="list-style-type: none"> <li>• Ensure adaptive teaching strategies are used consistently across the school to enable staff to focus on real-time responsiveness and appropriate support. By developing strong monitoring habits, maintaining a flexible toolkit of teaching strategies and making evidence-informed adjustments during lessons, teachers will create learning environments where all students, particularly those with SEND, can access challenging work and make meaningful progress.</li> <li>• QA evidences strong use of adaptive teaching strategies</li> <li>• Bespoke SEND CPD training to strengthen staff understanding of SEND needs and how to effectively support students</li> <li>• Effective CPD contributes to strong effective teaching and confident, happy staff</li> </ul>
Literacy	<ul style="list-style-type: none"> <li>• Ensure that literacy is promoted effectively across the curriculum through Parkside Community Reading</li> <li>• Mentor time activities embedded to support literacy development including DEAL and common literacy misconceptions</li> <li>• KS3 English lessons to include 10 min silent reading to dedicate time to read</li> <li>• All students tested / screened (literacy online)</li> <li>• Investment of NGRT testing with Y7 and Y8 to enable informed decisions of intervention programmes to be made</li> <li>• Delivery of intervention programmes based on screener and need to reduce literacy gaps including: <ul style="list-style-type: none"> <li>- Lexonic</li> <li>- Fresh Start</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>- Buddy Reading</li> <li>- Pastor Reading</li> <li>- Catch up literacy</li> </ul> <ul style="list-style-type: none"> <li>• Students' reading attainment is assessed twice yearly in Y7 and Y8 so gaps can be addressed quickly and effectively, areas of concern can be monitored and impact of the above interventions measured.</li> </ul>
Ensure that the school's attendance is above the secondary school National average	<ul style="list-style-type: none"> <li>• When The Adults Change (WTAC) CPD delivered to staff to support school-wide implementation of relational practice strategies that promote a culture of belonging for all students</li> <li>• School FOMO events delivered to encourage student attendance</li> <li>• Diagnostic tools and a wave-based model for absence intervention (including parental meetings for students with attendance below school expectations, and community liaison officer home visit schedule developed for those at risk of not attending school) to deliver improvements</li> <li>• Parkside pick-up using the new school mini-bus in place for students with attendance vulnerabilities</li> <li>• Parkside pick-up used to support Y11 attendance during both mock exams and GCSE summer 26 exams to ensure maximum attendance to examinations</li> <li>• Use of Arbor data to track attendance and monitor student engagement to enable a more informed decision-making process to interventions</li> <li>• Student messaging through assembly and mentor times (link to future life choices and aspirations reiterated)</li> <li>• Parental/carer messaging through school parents' evenings and Headteacher letters to raise the profile and importance of what good attendance means</li> <li>• Attendance processes involve the leadership team and foster alignment around priorities like safeguarding and attendance as core concerns</li> </ul>

	<ul style="list-style-type: none"> <li>• Tailored interventions to support targeted students' needs and support their attendance to school (REBOOT CFC, RE-ENGAGE CFC, Nurture Provision)</li> </ul>
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## 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: £66,234.53

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional group in Year 9 English, Maths, Science, History, Geography and MFL	The EEF research shows smaller group sizes significantly boost learning, with smaller classes (under 20) often showing best results.	1,2,3,4
CPD behaviour management training including When The Adults Change	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 based upon relational practice and Emotion Coaching.	1,2,4
Adaptive teaching and SEND CPD	The EEF are very clear that high-quality teaching is of paramount importance for any pupil premium strategy.	1,2,3
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 Learn' rather than learning to read)</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-readingsupporting-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-readingsupporting-struggling-readers-in-secondary-school</a></p>	1,2,3

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

Budgeted cost: £75,218.28

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 practice and exam questions	1,2,3
Y11 Humanutopia day 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.	1,2
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, 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. Catch up literacy supports students to overcome existing barriers to learning in literacy.	1,3
1:3 literacy intervention to directly target students with poor literacy skills through Fresh Start programme	Fresh Start is a proven phonics intervention for pupils aged nine to 13+ who have slipped through the reading net and will support students who are well below their chronological reading age	1,3
1:4 Lexonic literacy intervention.	Students who have a standardised score of 90-115 in Y8 to receive small group intervention to support	1,3

	reading. Y11 students who have also been identified as requiring additional literacy support who are at risk of not grading at GCSE level will also receive this intervention.	
DANCOP steps to success	6-week programme designed to raise aspirations of students and help support students to make informed decisions regarding their next steps	1

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

Budgeted cost: £184,027.19

Activity	Evidence that supports this approach	Challenge number(s) addressed
Routines for learning – including equipment (all students to have a learning pack) 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. This is in line with the EEF's attendance guide Part 2 of Building a culture of community and belonging for students.	1,4
Student attendance using diagnostic tools and waved-based model for intervention	Based upon the EEF's supporting attendance guide Part 1. Directly supports guidance given in the document to build a holistic understanding of students and families, and diagnose specific student needs	1,4
School FOMO events	Based upon the EEF's supporting attendance guide. Directly supports Part 2 of Building a culture of community and belonging for students	1,4
Student and family communication	Based upon the EEF's supporting attendance guide. Directly supports Part 3 Communicating effectively with students and families.	1,4
Parkside Pick up and tailored interventions, e.g. BOOT CFC, Re-engage CFC and Nurture provision	Based upon the EEF's supporting attendance guide Part 5. Targeted personalised strategy to enable barriers to attending school to be removed, whilst offering support to both families and students	1,4
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.	1,4

**Total budgeted cost: £325,480**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*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%

*Disadvantaged pupil performance overview for 2024-2025:*

<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>	37.61	34.5	44.23	45.9
<i>Basics 9-5</i>	24.4%	25.8%	38.3%	45.9%

The table above outlines the performance of our disadvantaged pupils in the academic year 2023 2024 and 2024 2025. We believe our plan for the implementation of our Pupil Premium funding will further strengthen our outcomes and ensure gaps are closed.

### 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)**