

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
Total budget for this financial 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>	£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 all pupils achieve strong outcomes, develop confidence and resilience, and make informed choices about their future.

We serve a community with very high levels of disadvantage and recognise that many pupils join the school with low starting points, particularly in literacy and numeracy. Our strategy is therefore grounded in the belief that disadvantage is not a fixed deficit, but a design challenge for the school. High-quality teaching, delivered consistently across all subjects, is the most powerful lever we have to improve outcomes and reduce inequity. For this reason, high-quality, adaptive teaching sits at the heart of our pupil premium strategy.

Our evaluation of recent outcomes shows that disadvantaged pupils make strong progress from Key Stage 2 to Key Stage 4, with internal and external disadvantage gaps narrowing rather than widening. In several subjects, including mathematics, disadvantaged pupils achieve in line with, and in some measures above, national disadvantaged benchmarks. This demonstrates that the school is increasingly effective at mitigating the impact of disadvantage.

The long-term ambition of this strategy is to eliminate disadvantage as a determining factor in pupils' outcomes, so that disadvantaged pupils achieve at least as well as their peers. In parallel, the school aims to secure outcomes that move in line with, and over time beyond, national averages for all pupils.

Pupil premium funding is not treated as a bolt-on or a set of isolated interventions. Instead, it is embedded within the school's wider improvement strategy and aligned closely with priorities for curriculum, teaching, inclusion, attendance and behaviour. We draw on robust research evidence, including Education Endowment Foundation guidance, alongside our own evaluation and diagnostic data, to invest in approaches that are most likely to deliver sustained impact.

Our approach focuses on:

- diagnosing barriers precisely using assessment, data and professional judgement;
- strengthening universal provision so that classroom teaching meets the needs of all pupils, particularly the most vulnerable;
- targeting additional support carefully and responsively where it is needed most;
- maintaining high expectations for all pupils, without lowering ambition because of context;

- and continually evaluating impact so that strategies are refined and improved over time.

Through this approach, we aim to ensure that improvements in attendance, behaviour, teaching and inclusion translate into consistently strong academic outcomes and improved life chances for disadvantaged pupils and the wider school community.

Challenges

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

Challenge number	Detail of challenge
1	<p>Raising overall attainment</p> <p>Disadvantaged pupils at Parkside achieve higher than/broadly in line with national disadvantaged benchmarks and our gap between disadvantaged and non-disadvantaged has narrowed. The Attainment 8 gap between disadvantaged and non-disadvantaged pupils narrowed significantly in 2025, reducing by 4.28 points compared to the previous year:</p> <ul style="list-style-type: none"> • 2024 gap: 11.72 • 2025 gap: 7.44 <p>Next Steps (2025–26):</p> <ul style="list-style-type: none"> • Continue prioritising raising achievement to ensure that vulnerable pupils achieve as well as, or better than, their peers.
2	<p>High-Quality teaching to support vulnerable pupils</p> <p>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>Literacy and curriculum access from low starting points</p> <p>A high proportion of pupils, including disadvantaged pupils, enter Parkside with attainment below age-related expectations, particularly in reading. Over the last 4 years, on average, 44% of pupils achieved age-related expectations on entry in reading. These starting points are considerably lower than 74% of all pupils nationally. These literacy gaps can limit access to curriculum content, confidence and engagement across subjects if not addressed systematically. Sustained improvement in literacy is therefore critical to raising overall attainment and enabling more pupils to achieve at higher thresholds.</p>
4	<p>Attendance and persistent absence</p> <p>Attendance has improved significantly and disadvantaged pupils' attendance now compares favourably with national disadvantaged figures and persistent absence is improving. E.g.</p> <p>PCS 2025 FSM6 33.8% PA National 2025 FSM6 36.8%</p>

	<p>Although improving, we want to address the gap between attendance of PP pupils and non-PP pupils and remove attendance as a barrier to learning. E.g. For the academic year 2024 2025 attendance was 90.5% and for PP pupils 88.6%, an attendance gap of 1.9%</p>
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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
<p>Disadvantaged pupils make expected progress in their learning and achieve well over time</p>	<ul style="list-style-type: none"> - Disadvantaged pupils continue to make strong progress from their starting points, with attainment and progress at least in line with national disadvantaged benchmarks and towards national benchmarks for all. - Internal gaps continue to narrow and outcomes improve across an increasing range of subjects. Our RAISE disadvantaged plan is successful.
<p>High-quality, consistent inclusive teaching supports great outcomes</p>	<ul style="list-style-type: none"> - 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 pupils, particularly vulnerable pupils, can access challenging work and make meaningful progress. - Quality assurance activities evidence consistently strong use of adaptive teaching strategies - Bespoke SEND CPD training strengthens staff understanding of SEND needs and how to effectively support pupils - Effective CPD contributes to strong effective teaching and confident, happy staff
<p>Literacy supports access to the curriculum and improved outcomes</p>	<ul style="list-style-type: none"> - Literacy is promoted effectively across the curriculum through Parkside Community Reading - Mentor time activities support literacy development including DEAL and common literacy misconceptions - KS3 English lessons to include 10 min silent reading to dedicate time to read - All pupils tested / screened (literacy online) - Investment of NGRT testing with Y7 and Y8 to enable informed decisions of intervention programmes to be made - Delivery of intervention programmes based on screener and need to reduce literacy gaps including: <ul style="list-style-type: none"> - Lexonic - Fresh Start - Buddy Reading

	<ul style="list-style-type: none"> - Pastor Reading - Catch up literacy - Pupils' reading attainment 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.
<p>Attendance and engagement improve and are sustained, particularly for our most vulnerable pupils</p>	<ul style="list-style-type: none"> - 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 pupils - School FOMO events delivered to encourage pupil attendance - Diagnostic tools and a wave-based model for absence intervention (including parental meetings for pupils with attendance below school expectations, and community liaison officer home visit schedule developed for those at risk of not attending school) to deliver improvements - Parkside pick-up using the new school minibus in place for pupils with attendance vulnerabilities - Parkside pick-up used to support Y11 attendance during both mock exams and GCSE summer 26 exams to ensure maximum attendance to examinations - Use of Arbor data to track attendance and monitor pupil engagement to enable a more informed decision-making process to interventions - Pupil messaging through assembly and mentor times (link to future life choices and aspirations reiterated) - Parental/carer messaging through school parents' evenings and Headteacher letters to raise the profile and importance of what good attendance means - Attendance processes involve the leadership team and foster alignment around priorities like safeguarding and attendance as core concerns - Tailored interventions to support targeted pupils' needs and support their attendance to school (REBOOT CFC, RE-ENGAGE CFC, Nurture Provision)

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
<p>Additional teaching groups in Year 9 across English, mathematics, science, history, geography and MFL.</p> <p>We will fund additional teaching groups in Year 9 to reduce group size across core and foundation subjects. This increases opportunities for teacher explanation, targeted questioning, formative assessment and adaptive response, particularly for pupils with low starting points.</p>	<p>EEF evidence indicates that reducing class size can improve pupil outcomes when it leads to changes in teaching practice, such as increased individual feedback, more targeted questioning and greater opportunities for adaptive teaching.</p> <p>Smaller groups are most effective when they are used to improve teaching quality rather than as a structural change alone.</p>	<p>1,2,3</p>
<p>Whole-school CPD in behaviour and relational practice</p> <p>We will deliver whole-school CPD focused on relational practice and behaviour for learning, including <i>When the Adults Change</i>. This will strengthen consistent routines, staff responses and classroom culture so that disadvantaged pupils experience calm, predictable learning environments that maximise engagement and learning time.</p>	<p>The EEF <i>Improving Behaviour in Schools</i> guidance highlights the importance of consistent routines, strong relationships and relational approaches in improving behaviour and engagement.</p> <p>Secure behaviour systems are a prerequisite for high-quality teaching and improved academic outcomes, particularly for disadvantaged pupils.</p>	<p>1,2,4</p>
<p>Adaptive teaching and SEND-focused CPD</p> <p>We will provide targeted CPD to strengthen adaptive teaching and inclusive classroom practice, ensuring staff anticipate and respond to pupils' needs within everyday lessons. This will support disadvantaged pupils and pupils with SEND to access ambitious curriculum content without lowering expectations.</p>	<p>The EEF identifies high-quality teaching as the most effective lever for improving outcomes for disadvantaged pupils.</p> <p>Adaptive teaching approaches that are responsive to assessment and embedded consistently across classrooms have the strongest impact on progress.</p>	<p>1,2,3</p>

<p>Development of reading and literacy across the curriculum</p> <p>We will continue to develop a coordinated whole school literacy approach aligned to the <i>EEF Improving Literacy in Secondary Schools guidance</i>. This includes:</p> <ul style="list-style-type: none"> • Targeted reading and literacy intervention • Disciplinary literacy across the curriculum; and • structured opportunities for reading to support pupils to “read to learn”. 	<p>EEF guidance identifies disciplinary literacy, vocabulary development and reading comprehension as key drivers of improved outcomes across subjects. Acquiring disciplinary literacy is key for pupils as they learn new, more complex concepts in each subject.</p> <p>Improving Literacy in Secondary Schools</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’</p> <p>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</p>	<p>1,2,3</p>
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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
<p>Year 11 weekly subject-led intervention All Year 11 teachers deliver weekly intervention sessions following mock examinations, with disadvantaged pupils prioritised for attendance. Sessions focus on curriculum-aligned retrieval practice, addressing misconceptions and exam-question practice, ensuring pupils retain and apply key knowledge securely in preparation for GCSE examinations.</p>	<p>EEF guidance highlights that targeted academic support is most effective when it is closely aligned to curriculum content and delivered by subject specialists.</p> <p>Structured additional time for retrieval practice and guided practice supports long-term retention and improved examination performance, particularly for disadvantaged pupils.</p>	1,3
<p>Y11 RAISE strategy Disadvantaged pupils in Year 11 participate in the Humanutopia programme to strengthen motivation, self-belief and aspiration at a critical transition point. The programme supports pupils to connect current engagement, attendance and effort with future outcomes and post-16 pathways.</p>	<p>EEF evidence shows that metacognition and self-regulation approaches can improve engagement and readiness to learn, particularly for older and disadvantaged pupils, when embedded within academic teaching. Self-regulation includes managing motivation and learning behaviours. The EEF also emphasises that behaviour and engagement are prerequisites for learning and that aspiration-raising alone has limited impact unless combined with strong academic and pastoral support.</p>	1,4
<p>One-to-one reading support Identified disadvantaged pupils receive one-to-one reading support from trained School Pastors. Sessions focus on reading aloud, fluency, confidence and comprehension, supporting pupils to develop the skills</p>	<p>EEF <i>Improving Literacy in Secondary Schools</i> guidance highlights that improving reading fluency and confidence is essential before pupils can successfully “read to learn”. One-to-one reading support is most effective when targeted precisely and delivered consistently.</p>	1,3

needed to access learning across the curriculum.		
<p>One-to-one Catch-Up Literacy intervention</p> <p>Disadvantaged pupils with significant literacy gaps receive structured one-to-one intervention through the Catch-Up Literacy programme. Pupils are identified using standardised assessments, with intervention targeted to specific areas of need and reviewed regularly for impact.</p>	EEF evidence shows that structured, diagnostic-led literacy interventions can support pupils to overcome specific barriers to reading and writing when delivered consistently and monitored for progress.	1,3
<p>Small-group Fresh Start literacy intervention</p> <p>Disadvantaged pupils with very low reading ages receive small-group (1:3) phonics-based intervention through the Fresh Start programme. The intervention supports pupils who have not yet secured foundational reading skills, enabling improved access to curriculum content.</p>	Fresh Start is a structured phonics programme designed for pupils aged 9-13 who have not yet mastered decoding. EEF guidance supports phonics-based approaches for pupils with significant reading gaps when delivered by trained staff.	1,3
<p>Lexonic vocabulary intervention</p> <p>Identified disadvantaged pupils in Key Stage 3 receive small-group Lexonic intervention to strengthen vocabulary knowledge and comprehension. Pupils are selected based on standardised assessment data, with progress reviewed regularly to ensure impact.</p>	EEF guidance highlights vocabulary instruction as a key component of improving reading comprehension and academic attainment. Targeted vocabulary interventions can accelerate progress for pupils with weaker language skills.	1,3
<p>DANCOP 'Steps to Success' programme</p> <p>Targeted disadvantaged pupils participate in the six-week DANCOP <i>Steps to Success</i> programme to support aspiration-raising,</p>	Careers guidance and aspiration-raising interventions can support improved engagement, motivation and successful transitions when targeted at pupils who may otherwise disengage or limit their post-16 options.	1, 4

careers awareness and informed decision-making about post-16 pathways.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £184,027.19

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Removal of practical barriers to learning through uniform and equipment support.</p> <p>We will ensure that all disadvantaged pupils have access to appropriate uniform and essential learning equipment, including blazers, PE kit and learning packs. This reduces stigma, supports consistent routines for learning and ensures that financial hardship does not act as a barrier to attendance or engagement.</p>	<p>Our experience in school aligns with EEF guidance on attendance and behaviour which highlights that removing practical barriers can improve attendance, engagement and readiness to learn, particularly when combined with consistent routines and high expectations. Addressing material barriers supports a sense of belonging and reduces avoidable disruption to learning.</p>	<p>1,4</p>
<p>Diagnostic, data-led attendance monitoring and wave-based intervention</p> <p>We will use diagnostic attendance tools and a wave-based model of intervention to identify pupils at risk of persistent absence. Support is graduated, timely and responsive, ranging from universal attendance promotion to targeted and personalised intervention for pupils with complex barriers.</p>	<p>The EEF <i>Supporting School Attendance</i> guidance emphasises the importance of early identification, diagnostic understanding of barriers and graduated intervention. Attendance strategies are most effective when they are proactive, sustained and tailored to individual need.</p>	<p>1,4</p>
<p>School-wide FOMO (Fear of Missing Out) attendance and engagement events</p> <p>We will deliver regular FOMO events and incentives designed to strengthen pupils' sense of belonging and motivation to attend school consistently. These events are used alongside, not instead of, targeted attendance support.</p>	<p>EEF attendance guidance highlights that fostering belonging, positive relationships and motivation can support improved attendance when embedded within a wider, consistent attendance strategy. Incentives are most effective when combined with strong routines and relational practice.</p>	<p>1,4</p>

<p>Strengthened communication with pupils and families</p> <p>We will maintain regular, clear and supportive communication with pupils and families regarding attendance, behaviour and learning. This includes early contact where concerns arise and sustained dialogue to support improvement.</p>	<p>EEF evidence indicates that effective communication with families is a key component of successful attendance and behaviour strategies. Consistent, relational communication supports trust, engagement and shared responsibility for improvement.</p>	<p>1,4</p>
<p>Personalised re-engagement and alternative provision pathways</p> <p>For a small number of pupils with complex needs, we will provide personalised re-engagement pathways, including BOOT CFC, Re-Engage CFC and Nurture provision. These pathways are time-limited, carefully monitored and designed to reintegrate pupils into full-time learning wherever possible.</p>	<p>EEF guidance highlights that targeted, personalised approaches are more effective than universal strategies for pupils with significant barriers to attendance or engagement. Time-limited alternative provision can support re-engagement when closely linked to reintegration and academic expectations.</p>	<p>1,4</p>
<p>Social, emotional and mental health (SEMH) support and access to Early Help</p> <p>We will ensure disadvantaged pupils with SEMH needs are identified early and supported through coordinated pastoral provision and access to Early Help services. Support focuses on improving regulation, engagement and sustained access to learning.</p>	<p>EEF evidence indicates that SEMH needs are strongly associated with attendance difficulties, disengagement and reduced academic progress. Targeted pastoral and early help approaches can improve engagement and readiness to learn when integrated with teaching and attendance strategies.</p>	<p>1,4</p>

Total budgeted cost: £325,480

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Disadvantaged pupil performance overview for 2024-2025:

<i>Measure</i>	<i>Parkside Pupil Premium</i>	<i>National Pupil Premium</i>
<i>Attainment 8</i>	37.6	34.5
<i>Basics 9-5</i>	24.4%	25.8%
<i>Basics 9-4</i>	44.4%	43.8%
<i>English 4+</i>	57.8%	56.3%
<i>English 5+</i>	35.6%	41.3%
<i>Maths 4+</i>	57.8%	49.7%
<i>Maths 5+</i>	40.0%	30.9%

Parkside Community School serves a cohort with very high levels of disadvantage, with disadvantaged pupils accounting for close to 60% of the school population and a significant proportion of pupils drawn from wards within the top 2% most deprived nationally (figure taken from the Deprivation Index DFE Nov/Dec 2025).

Academic outcomes for disadvantaged pupils at the end of Key Stage 4 present an improving picture with gaps narrowing between KS2 and KS4, reversing the widening of the disadvantage gap evident in national data. Overall Attainment 8 improved year on year, with disadvantaged pupils achieving above national disadvantaged benchmarks despite very low starting points and the scale of disadvantage within the cohort. Disadvantaged Attainment 8 rose from 30.7 in 2024 to 37.6 in 2025, compared with a national disadvantaged figure of 34.9, indicating a strong year-on-year improvement. Disadvantaged pupils' combined grade 4+ increased from 39.7% to 44.4%, which is higher than national disadvantaged outcomes, and grade 5+ outcomes also remained broadly in line with national disadvantaged performance.

Subject-level evaluation provides important insight into what has worked well. In Mathematics, outcomes for disadvantaged pupils were broadly in line with, and in some measures above, national disadvantaged benchmarks across Attainment 8 and threshold measures. This indicates that strengthened curriculum sequencing, explicit instruction, effective assessment and targeted support in mathematics are enabling disadvantaged pupils to achieve as well as similar pupils nationally. While overall outcomes in English remain a whole-school priority, particularly at the higher threshold, disadvantaged pupils achieved outcomes broadly in line with national disadvantaged benchmarks at grade 4+ and on English Attainment 8 measures. This indicates that, despite

substantial literacy gaps on entry, the school is effectively mitigating the disadvantage effect in English as pupils move from Key Stage 2 to Key Stage 4.

Overall, the previous pupil premium strategy was effective. It supported disadvantaged pupils to achieve outcomes in line or above with national disadvantaged benchmarks, contributed to significant improvements in attendance, persistent absence and behaviour. Despite very low starting points, disadvantaged pupils make strong progress from Key Stage 2 to Key Stage 4, with internal and external disadvantage gaps narrowing rather than widening.

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.

Programme	Provider
Steps to success	DANCOP

Service pupil premium funding (optional)

<i>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</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

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