**Pupil premium strategy statement**

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged students.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

**School overview**

| Detail | Data |
|---|---|
| School name | The Park School |
| Number of students in school | 111 |
| Number of students with PP | 48 |
| Proportion (%) of pupil premium eligible students | 43.3 |
| Academic year/years that our current pupil premium strategy plan covers | 2022 - 2025 |
| Date this statement was published | 1/12/2023 |
| Date on which it will be reviewed | 1/12/2024 |
| Statement authorised by | Paul Walsh |
| Pupil premium lead | Paul Walsh / Sam Thomson |
| Governor / Trustee lead | Dave Euridge |

**Funding overview**

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £48,388 |
| Recovery premium funding allocation this academic year | £60,720 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**<br><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £109,108 |

**Part A: Pupil premium strategy plan**

**Statement of intent**

Our intention is that all students, irrespective of their background or their Special Educational Needs or Disabilities (SEND) make good progress based on their prior attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal.

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

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students 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 students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- ensure disadvantaged students 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 students' outcomes and raise expectations of what they can achieve

Our overarching curriculum intent is to provide a curriculum that:

- enables students to fulfil their potential and be resilient as learners, in their friendships and emotional life and in navigating an adult world of living and working
- ensures best possible progress in English and Maths and ensure a smooth transition to post 16
- fosters a love of learning

**Challenges**

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | Assessments, observations, and discussions with students indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged students. |
| 2 | Assessments, observations, and discussions with students suggest disadvantaged students generally have greater difficulties with reading acquisition than their peers. This negatively impacts their development as readers. |
| 3 | Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged students has been impacted by school closures during the covid 19 pandemic to a greater extent than for other students. These findings are supported by national studies. |
| 4 | Many families on pupil premium have insufficient resources to support their sons/ daughters SEND needs |
| 5 | Our assessments (including wellbeing survey), observations and discussions with students and families have identified social and emotional issues for many students, due to a lack of enrichment opportunities during school closure during the pandemic. These challenges particularly affect disadvantaged students, including their attainment. |
| 6 | Our attendance data over the last three years indicates that attendance among disadvantaged students has been between 1 and 2 % lower than for non-disadvantaged students.  This had improved in 2022 2023 and there was no difference between whole school and PP attendance. <br><br> 12 (27.9%) of disadvantaged students have been 'persistently absent' compared to 33 (30%) of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged students' progress as it is for all students. |

**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 |
|---|---|
| Improved oral language skills and vocabulary among disadvantaged students. | Assessments and observations indicate significantly improved oral language among disadvantaged students. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| Improved reading and Maths attainment among disadvantaged students. | Students achieve on average four months progress if they have a Reading, Spelling or Maths age of less than 6 years and are therefore working at pre-Entry level attainment. Students achieve on average six months progress if they have a Reading, Spelling or Maths age of more than 6 years and less than 9 years. Students achieve on average nine months progress if they have a Reading, Spelling or Maths age of more than 9 years and above. |
| To achieve and sustain improved wellbeing for all students in our school, particularly our disadvantaged students. | Sustained high levels of wellbeing demonstrated by: <br>• qualitative data from student voice, student and parent surveys and teacher observations <br>• a significant increase in participation in enrichment activities, particularly among disadvantaged students, and the provision of transport if necessary |
| To achieve and sustain improved attendance for all students, particularly our disadvantaged students. | Sustained high attendance demonstrated by: <br>• No attendance gap between disadvantaged students and their non-disadvantaged peers <br>• The percentage of all students who are persistently absent being below 20% |
| To ensure that PP students in Y11 achieve predicted accreditation outcomes. | Students achieve expected outcomes in subjects offered in KS4 including Bronze Arts Award, ASDAN and D of E. |

**Activity in this academic year – Pupil Premium**

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

**Teaching (for example, CPD, recruitment and retention)**

Budgeted cost: £2203

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| To enable The English Coordinator to complete a dyslexia course (yr2) <br><br>English Coordinator to work with specific students to support their phonological awareness. | SEN support: A rapid evidence assessment Research report July 2017 Julia Carroll, Louise Bradley, Hayley Crawford, Penny Hannant, Helen Johnson & Angela Thompson Coventry University | 1, 2 |
| Additional training for associate staff in the use of phonics resources. | Making Best Use of Teaching Assistants Guidance to help primary and secondary schools make the best use of TAs Guidance | 1 |

| | Report Version Second Edition Published 12 October, 2018 | |
|---|---|---|

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

Budgeted cost: £27,495

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| To provide additional high-quality interventions for students who need support in English and Maths. | Making Best Use of Teaching Assistants Guidance to help primary and secondary schools make the best use of TAs Guidance Report Version Second Edition Published 12 October, 2018 | 2, 4 |

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

Budgeted cost: £14,690

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| To provide breakfast for students on PP to ensure that they have a positive start to their day. | Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation Research Report March 2017 Noreen Graham, Elbereth Puts and Dr Shane Beadle, ICF Consulting Services Ltd | 4, 6 |
| To support parents of students experiencing disadvantage to attend meetings and school events. | Research Report DFE-RR156Review of best practice in parental engagement Janet Goodall and John Vorhaus with the help of Jon Carpentieri, Greg Brooks,Rodie Akerman and Alma HarrisDfE | 4, 6 |

**Total budgeted cost: £49680**


**Activity in this academic year – Recovery Premium**

This details how we intend to spend our recovery premium **this academic year** to address the challenges listed above.


**Targeted academic support (for example, tutoring, one-to-one support structured intervention**

Budgeted cost: £43458

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| To provide additional support for students to boost their literacy and numeracy using Read Write Inc and Letters and Sounds programmes. | Making Best Use of Teaching Assistants Guidance to help primary and secondary schools make the best use of TAs Guidance Report Version Second Edition Published 12 October, 2018 | 1, 2 |
| To provide termly holiday clubs that provide a range of academic and enrichment activities that provide additional targeted interventions. | Evaluation of the 2019 holiday activities and food programme December 2020 Diarmid Campbell-Jack, Erica Bertolotto, Maire Williams, Letizia Vicentini, Matthew Seymour, Rebecca Smith: Ecorys UK Professor Carolyn Summerbell: Durham University | 3, 4, 5 |
| To provide additional high quality interventions for | Making Best Use of Teaching Assistants Guidance to help primary and secondary | 5 |

| | |
|---|---|
| students who need support in engaging in lessons. | schools make the best use of TAs Guidance Report Version Second Edition Published 12 October, 2018 | |

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

Budgeted cost: £17,262

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| To provide a motor vehicle project GASP. | Evaluation of the 2019 holiday activities and food programme December 2020 Diarmid Campbell-Jack, Erica Bertolotto, Maire Williams, Letizia Vicentini, Matthew Seymour, Rebecca Smith: Ecorys UK Professor Carolyn Summerbell: Durham University | 3, 4, 5 |
| To provide financial support for students during activities week that enables disadvantaged students to participate across a range of adventurous activities. | Evaluation of the 2019 holiday activities and food programme December 2020 Diarmid Campbell-Jack, Erica Bertolotto, Maire Williams, Letizia Vicentini, Matthew Seymour, Rebecca Smith: Ecorys UK Professor Carolyn Summerbell: Durham University | 3, 4, 5 |
| To provide workshops and support for parents on SEND and wellbeing topics in response to a parental survey. | Guidance Report Working with Parents to Support Children's learning Education Endowment Fund 2021 | 4 |

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

**Pupil premium strategy outcomes 2022 2023**

This details the impact that our pupil premium activity had on students in the 2022 to 2023 academic year.

| Intended outcome | Outcomes | Evidence of impact |
|---|---|---|
| Improved oral language skills and vocabulary among disadvantaged students. | Assessments and observations indicate improved oral language among disadvantaged students. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. | Average cumulative reading age progress in months for the whole school was 6.7 and for PP it was 5.6. For spelling age it was 7.4 months for the whole school and 7.6 months for PP and for maths age it was 5.7 months for the whole school and 5.6 months for PP. There is still a gap of 1 months progress per year in reading ages with smaller gaps in spelling ages and Maths ages. |
| Improved reading attainment among disadvantaged students. Improved maths attainment for disadvantaged students at the end of KS4 | There is a small gap in the number of students who are making expected progress in English and Maths. | 70% of PP students met their targeted outcomes in English set on their Flightpath tracker. |

| | | 73% of PP students met their targeted outcomes in Maths set on their Flightpath tracker. |
|---|---|---|
| To ensure (where possible) all students leave in Y11 with a reading age above 9 years (functional reading) and to maximise the literacy and numeracy skills of all. | Students achieve their Entry Level Functional Skills accreditation, Entry Level Maths and achieve their personal targets in Reading, Spelling and Maths | 10/21 students achieved a functional reading age of over 9 years of whom 4/8 were PP<br><br>In Maths 78% of PP students achieved their Entry Level Maths and 86% of PP students achieved their Entry Level English |
| To achieve and sustain improved wellbeing for all students in our school, particularly our disadvantaged students. | Sustained high levels of wellbeing demonstrated by:<br><br>• qualitative data from student voice, student and parent surveys and teacher observations<br><br>• significant increase in participation in enrichment activities, particularly among disadvantaged students | Feedback from Y11 exit survey and engagement scores indicated improving levels of engagement and participation.<br><br>There were high levels of engagement in the end of term activities week but providing enrichment opportunities remains a focus in 2023/24 |
| To achieve and sustain improved attendance for all students, particularly our disadvantaged students. | The outcome was to have no attendance gap between disadvantaged students and their non-disadvantaged peers. This was achieved this year.<br><br>The percentage of all students who are persistently absent being below 20%. The rate of persistent absence remained at around 30% for the whole school and 27.9% for PP | The average whole school attendance was 90.9% and PP 90.9%. There has been a decrease in the overall persistent absence for disadvantaged students compared to the whole school. |
| To ensure that PP students in Y11 achieve predicted accreditation outcomes | Students achieve expected outcomes in subjects offered in KS4 including Bronze Arts Award, Asdan and D of E. | In Y11 students achieved 95% of the accreditations they were entered for with PP students achieving 92% of the accreditations they took. |

| Group | Number | Engagement in learning 2020 2021 | Engagement in learning 2021 2022 | Engagement in learning 2022 2023 | Behaviour Incidents 2022 2023 | Attendance 20-21 | Attendance 21 22 | Attendance 22 23 | Cumulative Reading age progress in | Cumulative Spelling age in months | Cumulative Maths age progress in | Percentage progress in English | Percentage progress in maths | Percentage progress in Science |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| whole school | 110 | 54.0 | 51.6 | 49.0 | 17.2 | 94.8 | 91.4 | 90.9 | 6.7 | 7.4 | 5.7 | 75% | 79% | 81% |
| PP | 37 | 53.3 | 50.1 | 49.3 | 20.1 | 94.9 | 90.9 | 90.9 | 5.6 | 7.6 | 5.6 | 70% | 73% | 81% |
| EAL | 15 | 56.5 | 53.1 | 48.0 | 16.8 | 93.5 | 90.6 | 89.1 | 4.4 | 4.8 | 5.1 | 67% | 80% | 93% |
| Girls | 27 | 54.8 | 52.4 | 50.0 | 15.9 | 94.8 | 91.7 | 90.5 | 7.4 | 8.2 | 5.0 | 81% | 81% | 81% |
| Boys | 83 | 53.8 | 51.4 | 48.7 | 17.7 | 94.8 | 91.4 | 91.0 | 6.5 | 7.2 | 5.9 | 73% | 78% | 81% |
| KS3 | 68 | 55.2 | 52.9 | 49.9 | 22.2 | 93.5 | 90.6 | 89.3 | 6.3 | 6.8 | 5.5 | 73% | 74% | 80% |
| KS4 | 42 | 53.4 | 50.1 | 47.6 | 9.4 | 95.5 | 92.4 | 93.3 | 7.4 | 8.5 | 5.9 | 79% | 86% | 83% |
| CL | 24 | 53.9 | 53.3 | 49.7 | 11.2 | 95.8 | 93.5 | 91.1 | 7.0 | 9.0 | 5.3 | 79% | 58% | 92% |
| COIN | 67 | 55.4 | 53.5 | 51.0 | 15.8 | 95.7 | 92.9 | 92.5 | 6.7 | 7.3 | 5.7 | 73% | 87% | 85% |
| SEMH | 14 | 46.4 | 41.1 | 38.2 | 39.5 | 86.5 | 81.1 | 81.5 | 6.2 | 5.8 | 6.2 | 67% | 75% | 42% |
| PS | 5 | 51.4 | 46.6 | 45.3 | 11.2 | 95.9 | 89.5 | 91.6 | 6.3 | 5.3 | 5.1 | 100% | 80% | 80% |
| 7 | 21 | | | 50.5 | 17.6 | | | 91.3 | 7.3 | 5.9 | 5.8 | 67% | 80% | 93% |
| 8 | 23 | | 53.3 | 50.1 | 36.3 | | 93.2 | 90.0 | 5.5 | 8.3 | 5.1 | 83% | 74% | 70% |
| 9 | 23 | 55.2 | 52.5 | 49.2 | 12.1 | 93.5 | 88.0 | 86.8 | 6.2 | 6.0 | 5.7 | 65% | 91% | 74% |
| 10 | 22 | 54.2 | 51.3 | 48.4 | 5.6 | 95.7 | 93.1 | 93.3 | 7.1 | 9.3 | 6.1 | 86% | 100% | 91% |
| 11 | 21 | 52.6 | 49.0 | 46.7 | 13.6 | 95.3 | 91.7 | 93.6 | 7.6 | 7.6 | 5.7 | 70% | 70% | 75% |
| Persis Abs | 33 | | | | 28.7 | | | 80.0 | 6.6 | 8.2 | 6.2 | 67% | 79% | 75% |

## The Park School Y11 Results 2023 Cohort

This year we had a cohort of 20 Year 11 students with a diverse range of needs. Only 2 of the year group were female. 5/20 (25%) were persistent absentees. 9/20 (45%) were Pupil Premium, 2 were LAC and one was on a CIN plan. In October 2022 we finalised which exams they would be entered for based on their Y10 progress.  83% of student results were in line with their predicted exam grades based on their Year 7 data.

# Summary table of results

| | EL Maths | L1 Number/Measu | GCSE Maths | EL FS English | L1 FS English | L2 FS English | EL Science | BTEC Science Award | BTEC Science Certificate | FS ICT | Trinity Arts Award | GCSE Art | BTEC Art | ASDAN Foodwise | BTEC L1 Food Tech Award | BTEC L2 Award Food Tech | ASDAN History/Geogra | ASDAN Personal | BTEC Community | D of E Bronze |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Whole school (20)** | | | | | | | | | | | | | | | | | | | | |
| Percentage below expected | 11% | 18% | 27% | 11% | 14% | 0% | 35% | 20% | 0% | 21% | 37% | 60% | 25% | 14% | 0% | 0% | 0% | 7% | 14% | 25% |
| Percentage met or exceeded | 89% | 82% | 73% | 89% | 86% | 100% | 65% | 80% | 100% | 79% | 63% | 40% | 75% | 86% | 100% | 100% | 100% | 93% | 86% | 75% |
| **Pupil Premium (9)** | | | | | | | | | | | | | | | | | | | | |
| Percentage below expected | 22% | 40% | 60% | 14% | 33% | 0% | 56% | 25% | 0% | 33% | 25% | 67% | 50% | 67% | 0% | 0% | 0% | 20% | 29% | 33% |
| Percentage met or exceeded | 78% | 60% | 40% | 86% | 67% | 100% | 44% | 75% | 100% | 67% | 75% | 33% | 50% | 33% | 100% | 100% | 100% | 80% | 71% | 67% |
| **Boys (18)** | | | | | | | | | | | | | | | | | | | | |
| Percentage below expected | 11% | 10% | 20% | 6% | 14% | 0% | 33% | 22% | 0% | 18% | 25% | 56% | 25% | 0% | 0% | NA | 0% | 8% | 8% | 25% |
| Percentage met or exceeded | 89% | 90% | 80% | 94% | 86% | 100% | 67% | 78% | 100% | 82% | 75% | 44% | 75% | 100% | 100% | NA | 100% | 92% | 92% | 75% |
| **Girls (2)** | | | | | | | | | | | | | | | | | | | | |
| Percentage below expected | 0% | 100% | 100% | 50% | NA | NA | 50% | NA | NA | 50% | 0% | 100% | NA | 0% | 0% | 0% | 0% | 0% | 100% | NA |
| Percentage met or exceeded | 100% | 0% | 0% | 50% | NA | NA | 50% | NA | NA | 50% | 100% | 0% | NA | 100% | 100% | 100% | 100% | 100% | 0% | NA |

**Summary table of the number of accreditations taken over a five year period**

| Group | Average number of accreditations per student | | | | |
|---|---|---|---|---|---|
| | 18/19 | 19/20 | 20/21 | 21/22 | 22/23 |
| whole school | 6.5 | 5.8 | 7.9 | 9.8 | 11.1 |
| PP | 6.3 | 5.6 | 6.2 | 10.0 | 10.7 |
| Boys | 6.9 | 6.0 | 8.3 | 10.5 | 11.5 |
| Girls | 4.3 | 5.1 | 7.0 | 7.8 | 7* |

*The cohort of girls was two.  One of which was one of the less able students and the other had a primary need of social emotional and mental health needs (SEMH)

## Pupil Premium

- Support at home for PP is a challenge, after school sessions were offered but only taken up by two of the PP students