



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 | 110 |
| Number of students with PP | 43 |
| Proportion (%) of pupil premium eligible students | 39% |
| Academic year/years that our current pupil premium strategy plan covers | 2022 - 2025 |
| Date this statement was published | 1/12/2022 |
| Date on which it will be reviewed | 1/12/2023 |
| 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 | £42355 |
| Recovery premium funding allocation this academic year | £23736 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £66091 |

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 have been impacted by partial school closures 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 | <p>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.</p> <p>12 (26.1%) of disadvantaged students have been 'persistently absent' compared to 26 (23.6%) of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged students' progress.</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 |
|--|---|
| 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: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations 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: <ul style="list-style-type: none"> No attendance gap between disadvantaged students and their non-disadvantaged peers 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: £1859

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| To enable The English Coordinator to complete a dyslexia course 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: £22,230

| 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: £18,266

| 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-RR156 Review of best practice in parental engagement Janet Goodall and John Vorhaus with the help of Jon Carpentieri, Greg Brooks, Rodie Akerman and Alma Harris DfE | 4 6 |

Total budgeted cost: £42355

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: £19,527

| 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: £3,602

| 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 support for students during activities week that enables disadvantaged students 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 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 2021 2022

This details the impact that our pupil premium activity had on students in the 2021 to 2022 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. | In Y11 across five years the average whole school progress in spelling was 4.2 months and the PP progress was 4.4 months Cumulative whole school progress in spelling last year was 7.5 months and PP cumulative progress was 7.5 months In English 78% of students met their progress tracker target with 81% of PP students meeting their targets |
| Improved reading attainment among disadvantaged students. | 78 % of students meet their targeted outcomes in reading set on their Flightpath tracker. | In Y11 across five years the average whole school progress in reading was 4.2 months and the PP progress was 4.4 months Cumulative whole school progress in reading in 21/22 was |

| | | |
|---|---|---|
| | | 5.3 months and PP cumulative progress was 6.3 months |
| Improved maths attainment for disadvantaged students at the end of KS4 | 80% of students meet their targeted outcomes in Maths set on their Flightpath tracker. | In Y11 across five years the average whole school progress was 6.1 months and the PP progress was 6.2 months Cumulative whole school progress last year was 5 months and PP cumulative progress was 4.5 months |
| 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 | 10/22 students achieved a functional reading age of over 9 years of whom 8 were PP 90% of students with PP achieved their predicated outcomes at the end of Y11 |
| To achieve and sustain improved wellbeing for all students in our school, particularly our disadvantaged students. | Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations 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. There were high levels of engagement in the end of term activities week but providing enrichment opportunities remains a focus in 2022/23 |
| 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. There was a 0.5% gap between whole school attendance and PP attendance The percentage of all students who are persistently absent being below 20%. The rate of persistent absence remained at around 23% with an increase in the number of students on PP with persistent absence. | The average whole school attendance was 91.4% and PP 90.9%. There has also been an increase in the overall persistent absence for disadvantaged students compared to the whole school. This is representative of the national picture for attendance. As a result, reducing absence will be a focus for all in group in the academic year 22/23 |
| 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. | The Y11 outcomes table demonstrated that PP students took as many accreditations as their peers. There was less than 1 student difference between advantaged and disadvantaged students in the comparison of predicted against actual outcomes with 90% of students achieving their outcomes. |

Attendance 2021 / 2022

| | 18/19 | 19/20 | 20/21 | 21/22 |
|--|-------|-------|-------|-------|
| | | | | |

| | | | | |
|--|-------|-------|-------------------|-------------------|
| Whole (110) | 93.10 | 91.72 | 93.25 | 91.4 |
| PP (37) | 91.85 | 89.85 | 92.1 | 90.9 |
| Persistent absence whole school (<90%) | 22% | 23.6% | 23.8% 17.1% PP | 23.6% 26.1% PP |

Engagement and Attainment progress for whole school 2021 /2022

| | Engage ment score 21 22 | Percent age Attenda nce 21 22 | Average Cumulat ive progres s per year In English | Average Cumulat ive progres s per year Spelling | Average Cumulat ive progres s per year In Maths | Progres s in English | progres s in Maths | Progres s in Science |
|--------------------|----------------------------------|---|--|---|---|----------------------------|--------------------------|----------------------------|
| whole school (110) | 51.4 | 91.4 | 5.0 | 7.5 | 5.3 | 78% | 80% | 71% |
| PP (37) | 50.1 | 90.9 | 4.5 | 7.5 | 6.1 | 81% | 81% | 74% |
| EAL (13) | 52.7 | 91.1 | 4.2 | 7.6 | 5.9 | 77% | 62% | 77% |
| Girls (27) | 52.4 | 91.7 | 4.4 | 7.7 | 4.8 | 70% | 95% | 80% |
| Boys (83) | 51.1 | 91.3 | 5.1 | 7.4 | 5.4 | 80% | 75% | 68% |
| KS3 (67) | 52.9 | 90.6 | 4.3 | 7.5 | 5.3 | 80% | 78% | 74% |
| KS4 (43) | 49.7 | 92.3 | 5.7 | 7.5 | 5.3 | 74% | 81% | 67% |

Table showing Y11 student achievement against their predicted targets at the start of KS4

| | Entry Level Maths | L1 Maths N/M | GCSE Maths | Entry Level FS Eng | L1 FS Eng | Entry Level Sci | BTEC Sci Award | FS ICT | Arts Award | GCSE Art | ASDA N Food Tech | BTEC Food Tech | OCR L & L Skills | ASDA N HIST | ASDA N P/D |
|----------------------------|-------------------|--------------|------------|--------------------|-----------|-----------------|----------------|--------|------------|----------|------------------|----------------|------------------|-------------|------------|
| Whole School 22 | | | | | | | | | | | | | | | |
| Percentage met or exceeded | 86% | 73% | 100% | 95% | 100% | 86% | 53% | 90% | 92% | 89% | 91% | 100% | 100% | 100% | 100% |
| Percentage below expected | 14% | 27% | 0% | 5% | 0% | 14% | 47% | 10% | 8% | 11% | 9% | 0% | 0% | 0% | 0% |
| Pupil Premium16 | | | | | | | | | | | | | | | |
| Percentage met or exceeded | 81% | 78% | 100% | 100% | 100% | 88% | 49% | 87% | 86% | 100% | 88% | 100% | 100% | 100% | 100% |
| Percentage below expected | 19% | 22% | 0% | 0% | 0% | 13% | 50% | 13% | 14% | 0% | 13% | 0% | 0% | 0% | 0% |
| Boys 16 | | | | | | | | | | | | | | | |
| Percentage met or exceeded | 81% | 75% | 100% | 94% | 100% | 88% | 71% | 93% | 100% | 89% | 100% | 100% | 100% | 100% | 100% |
| Percentage below expected | 19% | 25% | 0% | 6% | 0% | 13% | 29% | 7% | 0% | 11% | 0% | 0% | 0% | 0% | 0% |
| Girls 6 | | | | | | | | | | | | | | | |
| Percentage met or exceeded | 100% | NA | NA | 100% | NA | 83% | 0% | 80% | 80% | NA | 83% | NA | 100% | NA | 100% |
| Percentage below expected | 0% | NA | NA | 0% | NA | 17% | 100% | 20% | 20% | NA | 17% | NA | 0% | NA | 0% |

| Group | Number of accreditations taken | Average number of accreditations per student | | | |
|--------------|--------------------------------|--|-------|-------|-------|
| | | 18/19 | 19/20 | 20/21 | 21/22 |
| whole school | 215 | 6.5 | 5.8 | 7.9 | 9.8 |
| PP | 160 | 6.3 | 5.6 | 6.2 | 10.0 |
| Boys | 168 | 6.9 | 6.0 | 8.3 | 10.5 |
| Girls | 47 | 4.3 | 5.1 | 7.0 | 7.8 |