

Pupil premium strategy statement – Park High 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 (7-13)	1533
Number of pupils in school (7-11)	1325
Proportion (%) of pupil premium eligible pupils (7-13)	22.7%
Proportion (%) of pupil premium eligible pupils (7-11)	26.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Colette O'Dwyer Headteacher
Pupil premium lead	Louise Cramp
Governor / Trustee lead	Sangita Patel

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£313230
Recovery premium funding allocation this academic year	£90252
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic 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>	£403,482

Part A: Pupil premium strategy plan

Statement of intent

At Park High School we believe that all students, irrespective of their background or the challenges they face can, and should, succeed. Our objective is for all of our students to make the best possible progress and to ensure that their socio-economic status has no impact on their academic outcomes or ability to access wider opportunities. We want our students to have as much access to cultural capital as possible and to be supported appropriately to develop as healthy, contented individuals who leave our school with a breadth and a depth of perspective on who they are and what they can and want to do, encompassing our character virtues of resilience, integrity, curiosity, teamwork and compassion.

To achieve this, our main focus will always be on our school culture: We want to be experts in our disadvantaged students, so we are able to develop positive relationships, mitigate the impact of issues outside of our control and foster an environment of high expectation through a whole-school approach to tackling educational disadvantage. The needs of our students, and not labels, will always be our determining factor: By focusing on the needs of our students we are concentrating on the impact of disadvantage on an individual's learning, rather than working towards a one-size-fits-all model for a homogenous group.

High-quality teaching is at the heart of our approach, as 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. Therefore, the most important aspect of our strategy will always be in the classroom, where staff will intervene early through quality teaching and information gained from appropriate diagnostic assessment. 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.

It's a thousand little moments that lead to great attainment for disadvantaged pupils rather than those big, shiny interventions.' (Marc Rowland)

Challenges

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

Challenge number	Detail of challenge
1	Below expected levels in Literacy and Numeracy on entry.
2	Attendance and punctuality of some disadvantaged students.
3	Small gaps in learning because of challenges faced by partial school closures. This has resulted in knowledge gaps resulting in students falling further age-related expectations.
4	Social and mental health issues for some students as a legacy of the Covid pandemic and the cost-of-living crisis.
5	Lower than expected aspirations of some disadvantaged students, as demonstrated by numbers of students being entered for the EBacc.
6	Accessibility to resources. Some of our disadvantaged students do not have access to resources at home which will enable them to develop their knowledge and understanding of the world and achieve success.
7	The increasingly challenging and diverse needs of the students on roll.

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
The gap in the outcomes for English and Mathematics (9-4) will narrow between DA and non-DA students.	The proportion of DA students obtaining a grade 4 and above in English and Mathematics will converge year on year with that of non-disadvantaged students.
Average attendance of disadvantaged students in-line with non-disadvantaged peers.	Attendance for disadvantaged students will improve year-on-year. The aim is to have a gap below 2.5% (in 2022 the gap was 4.87%).
The overall outcomes (in terms of attainment and progress) for our disadvantaged students will improve year-on-year.	Disadvantaged students perform better than other disadvantaged students nationally by the end of this three-year plan.
Our disadvantaged students will continue to engage positively in the wider curriculum and with extra-curricular offers. Student voice will support the view that students feel well-supported and cared for by the school.	No gap in engagement between DA and non-DA peers, as measured through registers on Edulink. Positive student voice outcomes.
A greater number of disadvantaged students will be entered for the EBacc.	The % of disadvantaged students entered for the EBacc will increase year-on-year, so that the gap narrows (in 2022 the gap was 15.3%).

The overall outcomes (in terms of attainment and progress) for our disadvantaged students with complex SEND needs will improve year-on-year.	The gap between the attainment of students with SEND and those without will narrow year-on-year.
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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: £ £203691

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment and retention of high-quality teaching staff, including specialist staffing in English and Mathematics to allow for intervention.	<p>The most effective way of improving outcomes for DA students continues to be to expose them to high quality lessons in front of high-quality teachers.</p> <p>EEF Guide to using the Pupil Premium</p> <p>By budgeting for specialist staff in English & Mathematics to use for intervention, we will work to support DA students who have shown lower levels of literacy and numeracy on entry.</p>	1, 3, 7
All staff to receive high-quality CPD to facilitate the development of quality-first teaching.	<p>‘Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap’.</p> <p>EEF Guide to Continuing Professional Development</p>	1, 3, 5, 7
Staff training to ensure that there is collective buy-in for addressing academic disadvantage in the classroom and an understanding of how socio-economic disadvantage affects learning.	<p>‘The foundation of an effective approach to addressing disadvantage is that a school’s strategy should focus on the impact of socioeconomic disadvantage on learning.’</p> <p><i>Addressing educational disadvantage in schools and colleges</i> by Marc Rowland</p>	1, 3, 5, 7

Build expertise across all teaching & support staff with regards to individual student needs.		
Diagnostic assessments (CATS, NGRT & internal assessments) for all students to identify the core challenges that all students are facing, especially our disadvantaged students. Training will be provided for staff to ensure assessments are interpreted correctly.	<p>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.</p> <p>Step 1: Diagnosing your pupil's needs.</p> <p>EEF Pupil Premium Guide</p>	1, 3, 5, 7
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>Our school-wide literacy strategy will continue to promote every teacher as a teacher of literacy. In addition, professional development and instructional coaching will be focussed on each teacher's subject area, enhancing subject specific vocabulary.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>EEF Improving Literacy in Secondary Schools</p> <p>Literacy is key to learning across all subjects in secondary school and is a strong indicator of outcomes later in life.</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in Mathematics and English:</p> <p>Why closing the word gap matters</p>	1, 3, 5, 7
Developing metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training and support and release time.	Teaching metacognitive strategies to students can be an inexpensive method to help them become more independent learners. There is particularly strong evidence that it can have a positive impact on Mathematics attainment:	3, 5, 7

	Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF	
A continued, sustained whole school focus on developing oracy skills.	Recent Education Endowment Foundation-funded evaluations indicate raising the quality and rigour of classroom talk has a range of positive academic, personal and social outcomes, in particular for children eligible for free school meals (Gorard et al., 2015); (Hanley P et al., 2015) Speaking up: the importance of Oracy	1, 3, 5, 7

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

Budgeted cost: £20482

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintaining the recent implementation of Reading Programmes, including Lexonik, delivered by trained practitioners, as a reading intervention for disadvantaged students who need additional help to comprehend texts and address vocabulary gaps.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	1, 3, 5
School led tutoring Identify students in Years 10 & 11 who are furthest from their Target Grade in mathematics. Withdrawal of students from weekly timetabled mathematics lessons (5 per week) for	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: EEF One-to-one tuition Or in small groups:	1, 3, 5, 6

<p>planned small group interventions.</p> <p>Targeted interventions for students in both English and mathematics in Year 11 in danger of not attaining a Grade 4 in the Public Exams.</p> <p>Monitoring through half termly line management meetings and triangulation with Practice Exams and in class assessments.</p>	EEF small group tuition	
<p>Glia Learning Mentoring for Year 11 students.</p>	<p>Understanding of the brain clearly shows that successfully working through challenges is greatly enhanced by understanding, feedback and encouragement. The combination of these help the individual to push to higher levels of achievement and are key ingredients for developing a 'can do' attitude.</p> <p>Glia Learning</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>The Brilliant Club</p>	<p>Independent analysis by UCAS showed that pupils on The Scholars Programme are significantly more likely to apply to, receive an offer from and progress to a highly selective university than pupils with similar socio-demographic background and GCSE attainment.</p> <p>The Brilliant Club</p>	<p>5</p>
<p>Mathematics curriculum for Year 7 students is enhanced by withdrawing students for small group teaching to address gaps in knowledge.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>EEF One-to-one tuition</p> <p>Or in small groups:</p>	<p>1, 3, 5</p>

	EEF small group tuition	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £179309

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counsellor and therapist in house and accessible to students 2 days a week.	<p>EIF's report on adolescent mental health found good evidence that professional interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	4
In-house speech and language therapist (2 days a week).	<p>"All young people are entitled to an appropriate education, one that is appropriate to their needs and enables them to make a successful transition into adulthood"</p> <p>SEND Code of Practice 2015</p>	1, 3, 4, 6
Forest School	<p>Forest School helps and facilitates more than knowledge-gathering, it helps learners develop socially, emotionally, spiritually, physically and intellectually. It creates a safe, non-judgemental nurturing environment for learners to try stuff out and take risks.</p> <p>Forest School</p>	2, 4, 6
Help with the cost of educational trips and visits.	<p>Character-related approaches can be most effective for improving attainment when they are specifically linked to learning.</p> <p>EEF Life skills and enrichment</p>	4, 6

Help with specific subject specific resources/materials.	To support students financially and ensure equal access to resources.	1, 2, 3, 4, 5, 6
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Staff will get training and release time to develop and implement new procedures. Attendance/support officers will be appointed to improve attendance.</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	1
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1, 2, 3, 4, 5, 6

Total budgeted cost: £ 403,482

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Context:

- For the past 2 years, summer exams have not been able to take place and, instead, students have been awarded grades by their teachers.
- The summer examination series 2022 marked a return to the traditional examination process. This required students to sit unseen examination papers assigned by the examining body.
- The results for the academic years 2019/20 and 2020/21 have been based on centre assessed and teacher assessed grades, respectively.

Overview:

- The disadvantaged progress gap has increased since 2019 (this is also a national picture).
- In comparison to 2019, a larger percentage of disadvantaged students achieved both Mathematics and English at grades 9-5.
- Disadvantaged students were less likely to be entered for the EBacc.
- The attendance of disadvantaged students at extra-curricular clubs and engaging with wider-curricular opportunities was in-line with non-disadvantaged peers.

Average total attainment 8:

Academic year	2022
All students	51.71
DA students	41.83

Average total progress 8:

Academic year	2022
All students	0.45
DA students	-0.17

Achievement in English and Mathematics:

	9-7 English and Mathematics	9-5 English and Mathematics	9-4 English and Mathematics	9-4 English	9-4 Mathematics
All students	57 (21.2%)	155 (57.6%)	201 (74.7%)	230 (85.5%)	208 (77.3%)
DA students	9 (12.5%)	30 (41.7%)	42 (58.3%)	51 (70.8%)	45 (62.4%)

EBacc total measure:

	Students entered for EBacc	Average EBacc attainment 8	Average EBacc attainment 8 grades
Academic year	2022	2022	2022
All students	127 (47.2%)	14.96	4.99
DA students	23 (31.9%)	12.04	4.01

Gender breakdown:

Academic year 2021/22	Cohort	Average attainment 8	Average total Progress 8	9-5 English and Mathematics	9-4 English and Mathematics	Average EBacc attainment 8	Average open attainment 8
All disadvantaged students	72	41.83	-0.17	30	42	12.04	12.26
Female DA students	28	43.16	0.10	11 (39.3%)	16 (57.1%)	12.36	12.66
Male DA students	44	40.98	-0.33	19 (43.2%)	26 (59.1%)	11.84	12.01
GAP		2.18	0.43	-8	-10	0.52	0.65

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
Equine Therapy	Strength and Learning Through Horses
Forest School	Forever Green Forest School
Speech and Language Therapy	NHS
Play Therapy	Blackbird Play Therapy
The Brilliant Club	The Scholars Programme
Boxing mentoring	Sweet Science

Staffing	Cost	Objective
Pastoral Support Assistants	£159309	PSAs assist in tackling underachievement by working in partnership with families, parents, carers and students in a school context. The PSA aims to enable students, particularly the most disadvantaged, to have full access to educational opportunities and to overcome barriers to learning and participation. This includes monitoring attendance.
Heads of Year	£80066	A key responsibility for tracking, identifying disadvantaged students and intervening to ensure they achieve as well as non-disadvantaged students.
Assistant Headteacher	£16048	Assistant Head Teacher in charge of tracking and monitoring the progress of disadvantaged students so that leaders at all levels take accountability and close gaps.
Deputy Headteacher	£11070	A key responsibility for tracking, identifying disadvantaged students and intervening to ensure they achieve as well as non-disadvantaged students.
Heads of Department	£44200	Ensuring that students are taught by subject specialists, experts in their fields in order to expose our students to the best that has been thought and said.
Specialist staff	£12307	SENCO. A key responsibility for tracking, identifying disadvantaged students and intervening to ensure they achieve as well as non-disadvantaged students.

