

Pupil Premium Strategy Statement – Park High School -2025-2026

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged students and all students where there is a need. It outlines our Pupil Premium Strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged students last academic year.

School overview

| Detail | Data |
|---|-------------------------------------|
| Number of pupils in school (7-13) | 1483 |
| Number of pupils in school (7-11) | 1285 |
| Proportion (%) of pupil premium eligible pupils (7-13) | 24% |
| Proportion (%) of pupil premium eligible pupils (7-11) | 31% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2025-2026 2026-2027 2027-2028 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | December 2026 |
| Statement authorised by | Colette O'Dwyer Headteacher |
| Pupil Premium Lead | Kim Day-Haynes |
| Governor / Trustee Lead | Sangita Patel |

Funding overview

| Detail | Amount |
|--|-------------|
| Pupil premium funding allocation this academic year | £348,044.67 |
| 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> | £348,044.67 |

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 based on inclusion and having high expectations 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 students.

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Below expected levels in Literacy and Numeracy on entry, as indicated through Individual Scaled Scores, CATs and NGRT. We have students who need phonics level interventions and EAL is increasingly a challenge. |
| 2 | Attendance and punctuality of some disadvantaged students. |
| 3 | Social and mental health issues for some students and the cost-of-living crisis. |
| 4 | Lower than expected aspirations of some disadvantaged students, as demonstrated by numbers of students being entered for the EBacc. (To be reviewed in light of the recent curriculum review decision to remove the EBacc from government performance measures). |
| 5 | 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. |
| 6 | The increasing range and complexity of need, such as increasing numbers of early language acquisition learners. |

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 maths (9-4) will be removed between DA and non-DA students. | The proportion of DA students obtaining a grade 4 and above in English and maths 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 2025 this was reduced to 4.4%. In 2024 it had been reduced to 4.9% from 6.27% in 2023. |
| 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. The attainment gap between disadvantaged and non-disadvantaged students has narrowed significantly in 2025 across several key performance indicators. While national data is yet to be published, this narrowing gap at Park High is a positive trend that aligns with the school's ongoing |

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| | <p>strategic focus on ensuring equity of outcomes.</p> <ul style="list-style-type: none"> • Attainment 8: The gap has narrowed from -17.72 in 2024 to -9.9 in 2025. • 9-4 in English and mathematics: The gap has narrowed from -33.3% to -15.3%. • 9-5 standard passes: The gap in the percentage of students achieving a Grade 9-5 in English and mathematics has narrowed from -33.5% to -22.5%. |
| 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 Arbor. 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. | The number of DA students being entered for EBacc continues to rise, with 64.7% in 2025, up from 59.4% in 2024 and 47.2% in 2023. In 2025 the gap has reduced to 7.4 %. |
| The overall outcomes 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. |

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: £121,956

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Recruitment and retention of high-quality teaching staff, including specialist staffing in English and maths 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> | 1, 6 |
| All staff to receive high-quality CPD to facilitate the development of | 'Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, | 1, 4, 6 |

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| <p>quality-first teaching. The current focus is on increasing participation ratio, with use of cold calling, and immediacy of checking for understanding via the use of mini white-boards.</p> | <p>research tells us that high quality teaching can narrow the disadvantage gap’.</p> <p>EEF Guide to Continuing Professional Development</p> | |
| <p>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> <p>Build expertise across all teaching & support staff with regards to individual student needs.</p> <p>Raised awareness through annotated seating plans and shared best practice in CPD sessions.</p> | <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> | <p>1, 4, 6</p> |
| <p>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> | <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 pupils’ needs.</p> <p>EEF Pupil Premium Guide</p> | <p>1, 4, 6,</p> |
| <p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</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>1, 4, 6</p> |

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| <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>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 maths and English:</p> <p>Why closing the word gap matters</p> | |
| <p>Developing metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training and support and release time.</p> <p>A member of staff has been appointed to the senior team to implement a strategy on self-regulation across the school.</p> | <p>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 maths attainment:</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p> | 4, 6 |
| <p>A continued, sustained whole school focus on developing oracy skills.</p> | <p>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)</p> <p>Speaking up: the importance of Oracy</p> | 1, 4, 6 |

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

Budgeted cost: £32,405.40

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Maintaining the recent implementation of Reading Programmes, including Lexonik, delivered by trained practitioners, as a reading intervention for disadvantaged students</p> | <p>Reading comprehension strategies can have a positive impact on students' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> | 1, 4 |

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| who need additional help to comprehend texts and address vocabulary gaps. | Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF | |
| School led tutoring Identify students who are furthest from their Target Grades. Whole-school interventions in place after school, with students taught by teachers who teach an extra lesson for six weeks, on three occasions over the year. This being allocated time. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind. EEF small group tuition | 1, 4, 5 |
| Glia Learning Mentoring for Years 9 and 11 students and support sessions delivered to staff and parents/carers. | 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. Glia Learning | 1, 2, 3, 4, 5 |
| Elevate Education Mentoring for Year 11 Students. | Elevate's study skills workshops and seminars are designed to achieve behavioural change amongst students. The study skills programme helps students to use and apply the skills they learn from the sessions. | 1, 4, 5 |
| The Brilliant Club | Independent analysis by UCAS showed that students on The Scholars Programme are significantly more likely to apply to, receive an offer from and progress to a highly selective university than students with similar socio-demographic background and GCSE attainment. The Brilliant Club | 4 |
| Inspire Scholars Programme for Years 9,10 and 11, run by St John's, University of Oxford | St.John's Access Values Statement <ul style="list-style-type: none"> • Raise the academic aspirations and attainment of pupils from non-selective state schools, and those with the greatest levels of socio-economic or educational disadvantage who are under-represented at high tariff / elite / Russell Group universities. • Develop students' academic and practical skills and enrich their | 4 |

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| | experience to maximise their potential for university and beyond. | |
| Access to technology | We have implemented an annual Student Questionnaire to identify need, and devices have been made available. A contract ensures that the device is provided on loan and that both the student and parent/carer are responsible for returning the computer in good working order. | 5 |
| Team PP | A DA Register has been established. Using data, and context provided by Heads of Year, Team PP has worked to identify and support DA students who are significantly under-achieving. Strategies are shared and added to the Register, where classroom teachers can access this additional contextual information. Knowing who our Pupil Premium students are, and potential barriers, is key to being able to help them make progress. EEF Pupil Premium Guide | 1-6 |

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

Budgeted cost: £129,011.39

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Counsellor and therapist in house and accessible to students 2 days a week. | 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: Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk) | 3 |
| In-house speech and language therapist (2 days a week). | "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" SEND Code of Practice 2015 | 1, 3, 5 |
| Forest School | Forest School helps and facilitates more than knowledge-gathering, it helps learners develop | 2, 3, 5 |

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| | <p>socially, emotionally, spiritually, physically and intellectually. It creates a safe, non-judgemental nurturing environment for learners to develop social skills.</p> <p>Forest School</p> | |
| Equine Therapy | <p>Strength and Learning Through Horses provides an alternative psychotherapeutic experience and treatment for students who experience issues with their mental wellbeing.</p> <p>https://strengthandlearningthroughhorses.org/</p> | 1,2,3,6 |
| Help with the cost of educational trips and visits. This includes Year Team Building Days. | <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> | 3, 5 |
| Help with specific subject specific resources/materials. | <p>To support students financially and ensure equal access to resources.</p> <p>Students are provided with school uniform where necessary and stationery, to ensure that preparedness supports effective teaching and learning.</p> <p>Exam guides are provided to support revision.</p> <p>Peripatetic music lessons are funded.</p> | 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.</p> <p>Attendance/support officers have been appointed to improve attendance.</p> | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> | 1 |
| Contingency fund for acute issues. | <p>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.</p> | 1, 2, 3, 4, 5, 6 |
| Pastoral Support Assistants and Attendance Officer | <p>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 and supporting</p> | 2,3,6 |

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| | parents/carers in the Admissions process to apply for FSM. EEF Pupil Premium Guide | |
|--|---|--|

Total budgeted cost: £ 348,044.67

Part B: Review of the previous academic year

Outcomes for disadvantaged students

Context:

- The summer examination series 2025 marked the fourth year of a return to the traditional examination process. This required students to sit unseen examination papers assigned by the examining body.

Overview:

- The attainment gap between disadvantaged and non-disadvantaged students has narrowed significantly in 2025 across several key performance indicators. While national data is yet to be published, this narrowing gap at Park High is a positive trend that aligns with the school's ongoing strategic focus on ensuring equity of outcomes.
- Attainment 8: The gap has narrowed from -17.72 in 2024 to -9.9 in 2025
- 9-4 in English and mathematics: The gap has narrowed from -33.3% to -15.3%.
- 9-5 standard passes: The gap in the percentage of students achieving a grade 9-5 in English and mathematics has narrowed from -33.5% to -22.5%.
- More disadvantaged students were entered for the EBacc, with 65% in 2025 up from 38.6% in 2024.
- 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 | 2024 | 2025 |
|---------------|-------|-------|
| All students | 48.15 | 48.99 |
| DA students | 34.21 | 42.21 |

Achievement in English and Maths:

| 2024-25 | 9-7 English and maths | 9-5 English and maths | 9-4 English and maths | 9-4 English | 9-4 maths |
|--------------|-----------------------|-----------------------|-----------------------|---------------|----------------|
| All students | 47 (17.5%) | 133 (49.4%) | 196 (72.9%) | 218 (81%) | 216 (80.3%) |
| DA students | 7 (8.2%) | 28 (32.9%) | 53 (62.4%) | 64 (75.3%) | 58 (68.2%) |

EBacc total measure:

| 2024-25 | Students entered for EBacc | Average EBacc attainment 8 | Average EBacc attainment 8 grades |
|----------------------|----------------------------|----------------------------|-----------------------------------|
| Academic year | 2025 | 2025 | 2025 |
| All students | 194 (72.1%) | 14.91 | 4.97 |
| DA students | 55 (64.7%) | 12.76 | 4.25 |

Correct as of 3/11/2025 on SISRA

Gender breakdown:

| Academic year 2024/25 | Cohort | Average attainment 8 | 9-5 English and maths | 9-4 English and maths | Average EBacc attainment 8 | Average open attainment 8 |
|---------------------------|--------|----------------------|-----------------------|-----------------------|----------------------------|---------------------------|
| All DA students | 85 | 42.21 | 28 | 53 | 12.76 | 11.81 |
| Female DA students | 32 | 43.06 | 9 (28.1%) | 18 (56.3%) | 12.23 | 13.11 |
| Male DA students | 53 | 41.69 | 19 (35.8%) | 35 (66%) | 13.08 | 11.02 |
| GAP | | 1.37 | 7.7 | 9.7 | 0.85 | 2.09 |

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 Therapist/Psychotherapeutic Counsellor | Lucy Ingleby |
| The Brilliant Club | The Scholars Programme |