

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 pupils.

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	Parklands High School
Number of pupils in school	1122
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mrs C. Batson Principal
Pupil premium lead	Mrs G Aspinall Vice Principal
Governor / Trustee lead	Mr K Fielding

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£331,200
Recovery premium funding allocation this academic year	£73530
Pupil premium funding carried forward from previous years	£5050
Total budget for this academic year	£409,780

Part A: Pupil premium strategy plan

Statement of intent

At Parklands our aim is for all of our pupils to reach their full potential. We strive to make this possible for every individual, irrespective of disadvantages faced- financial, social or any other barriers.

We recognise that every child is an individual and do not treat pupils eligible for the pupil premium grant as one homogenous group.

Every child is an individual and, as such, we take time to ensure that the support offered through the pupil premium is relevant to individual needs and impacts on progress and achievement- raising attainment for all.

Evidence based research by The Education Endowment Foundation (EEF) identifies a menu of effective approaches within three broad categories: high quality teaching; targeted academic support and wider strategies. [EEF Tiered model and menu of approaches](#) Research published by NFER, on behalf of the DfE, also continues to be a valued and recognised resource. It identified seven building blocks that are common in schools which are more successful in raising disadvantaged pupils' attainment. They are as follows:

*Whole-school ethos of attainment for all

*Addressing behaviour and attendance

*High quality teaching first

*Meeting individual learning needs

*Deploying staff effectively

*Data driven and responding to evidence

*Clear, responsive leadership

We are guided by the findings of the EEF and NFER and aim to provide quality first teaching, supported by an extensive support programme beyond the classroom. These elements combine to offer a whole school approach of high expectations and aspirations for all and enable disadvantaged pupils to achieve as well as all pupils.

Challenges

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

Challenge number	Detail of challenge
1	Reading ages and literacy levels on entry are lower than age related expectations. This is more prevalent in PP learners than non-PP learners.
2	Many of our students lack the background knowledge, language skills, subject specific knowledge, and motivation to be able to access academic reading. These gaps are wider between PP learners than non-PP learners. These gaps need to close in order to be able to move our students forward with reading.
3	Lower numeracy levels on entry. More PP learners below age related expectations in maths than non-PP learners.
4	Impact of disruption to learning over the last three years has widened the attainment and engagement gap between some PP learners and non-PP learners.
5	Rate of persistent absence are higher in some PP learners than non-PP learners.
6	Rates of fixed term suspensions and permanent exclusions are higher for PP learners compared to non-PP learners.
7	The behaviour of a minority of PP learners is a focus for pastoral and academic staff.
8	Lack of engagement and participation in extra-curricular and enrichment opportunities.
9	Low career aspirations in some PP learners.
10	Impact of the cost of living crisis and Covid restrictions have had a disproportionate effect on PP learners and their families compared to non-PP learners and their families. Referrals from Encompass and external agencies, along with additional social, emotional and mental health support have all significantly increased.

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 literacy levels and reading ages at KS3, with pupils reaching age related levels.	<p>Parklands daily reading initiative to promote and improve reading, understanding and access to tier 2 vocabulary.</p> <p>NGRT Tests provide reading ages and used to identify where intervention may be needed, then monitor impact and improvement in reading age and reading fluency.</p> <p>Phonics programme will assist weakest readers to decode and improve their literacy levels.</p> <p>Improvement in progress across the curriculum.</p> <p>Some Connect pupils making enough progress to graduate.</p> <p>Overstaffing in English to enable quality first teaching, targeted pupil support and accelerated progress.</p>
Improvement in access to and understanding of academic reading.	<p>Academic reading commitment across all subject areas:</p> <p>Every class in every subject use an authentic, printed text to introduce material/information that would usually be presented in a different way.</p> <p>Practical strategies and training provided for staff through CPD and termly 'Spotlight on Reading' bulletin.</p> <p>Staff 'Reading Representative' in every curriculum area to drive whole school reading focus.</p>
Improved numeracy levels with PP learners achieving at least age-related expectations in maths.	<p>Improvement in attainment and progress in maths.</p> <p>Overstaffing in maths to enable quality first teaching, targeted pupil support and accelerated progress.</p> <p>Some Connect pupils making enough progress to graduate.</p> <p>PP learners targeted for school led tutoring.</p>

<p>Narrowing of the gap in attainment and engagement between PP learners and non PP learners.</p>	<p>Increase in attainment and progress for PP learners across all phases and curriculum areas. KS3 Progress reports include progress relative to starting point. BfL consistently high for all pupils.</p>
<p>Improved attendance and reduction in PA of PP learners</p>	<p>Data will show that PP learners' attendance is in line with non-PP learners or the gap will be diminishing. Targeted intervention and support for key children and families.</p>
<p>Reduction in Fixed Term Suspensions and permanent exclusions of PP learners</p>	<p>Data will show that PP learners' suspension rates are in line with non-PP learners and the gap is diminishing</p>
<p>Equally positive BfL for all learners.</p>	<p>Data will show that PP learners' BfL are in line with non-PP learners. Reduction in the numbers of PP learners requiring isolation or fixed term suspensions as sanctions for poor BfL.</p>
<p>Greater engagement and participation in extra-curricular and enrichment opportunities</p>	<p>Increase in participation in after-school and lunchtime clubs. Re-introduction of Parklands Plus activities and support, including breakfast and supper club, will provide new and diverse opportunities to attract increased involvement.</p>
<p>Low career aspirations</p>	<p>Comprehensive CIEAG programme Year 7 'Introduction to Indigo' Industrial Cadets award scheme Y8 & 9 1:1 Y9 Options interviews with SLT Lunchtime careers drop-ins KS4 pupils attend individual careers interview with CIEAG with lead. Focus on transition to KS5 with supported visits for PP learners PP learners have the opportunity to visit sixth-form colleges and universities for taster sessions Destinations data will indicate that PP learners do not become NEET</p>

Improvement in the health and well-being of PP learners and their families. Reduction in intensive support for PP learners and their families and referrals from Encompass, external agencies.	Successful completion of Parklands Plus intervention and 1:1 programme Reduction in Encompass referrals and families requiring social/health care intervention.
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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: £ 295,042

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching CPD programme Additional English & Maths teacher	<p>'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'</p> <p>EEF High quality teaching</p> <p>Targeted phonics interventions improve decoding skills more quickly for pupils who have experienced barriers to learning such as having been exposed to fewer words spoken and books read in the home.</p>	1, 2, 3, 4.
Read, Write, Inc 'Fresh Start' Phonics programme – staff training for delivery and purchase of programme.	<p>EEF Teaching & Learning Toolkit Phonics</p> <p>Strengths and gaps in reading and core subjects identified through standardised assessments. Additional and targeted</p>	1, 2, 3, 4.

<p>Purchase of diagnostic tests: GL assessments</p>	<p>support implemented Evidence of progress provided.</p> <p><u>EEF Reading Comprehension strategies</u></p> <p>Development of pupils' reading, writing, vocabulary and the mechanics of grammar. Teachers can set different skills based on individual or group needs and analyse the results, identifying any areas of weakness on a whole class or individual level.</p> <p>“Reading for pleasure is not only important because it improves performance in reading tests; it has a much wider significance for children’s education. Research shows that it brings benefits that help pupils achieve more across the whole curriculum. These include a broad vocabulary, text comprehension, grammar and general knowledge. Reading for pleasure has also been found to be linked to greater progress in spelling and mathematics skills. Recent longitudinal research found the impact of reading for pleasure on progress in vocabulary, arithmetic and spelling between the ages of 10 and 16 to be four times greater than the impact of having a parent with degree” (DfE, 2015)</p>	<p>1, 2, 3, 4.</p>
<p>Reading Programme</p>	<p>“Schools that already had a well-planned and implemented curriculum have been best placed to assess and adjust their teaching to get children to where they need to be.</p> <p>For children to really regain a sense of normality in their lives and their education, we should not focus solely on bridging gaps in learning. Schools must once again become places where children can enjoy a rounded experience: a rich and</p>	<p>1, 2, 3, 4.</p>

<p>produced during lockdowns and continue to be produced for students for learning away from school.</p> <p>Connect Pathway offered for learners whose starting point at KS3 is below the expected level. Additional support and intervention for KS4 for pupils whose needs continue.</p>		<p>1, 2, 3, 4.</p> <p>1, 2, 3, 10.</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 40,978

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Regular review of sets at KS3 and 4</p>	<p>It is important to ensure that all pupils follow a challenging curriculum, including lower attaining pupils. Ensuring flexibility in grouping arrangements, and regular monitoring of learning will minimise the risk of misallocation for pupils that learn at different rates.</p> <p>EEF</p>	<p>1, 2, 3,4.</p>

Reading group – post phonics bridging	‘Reading for pleasure has been found to be linked to greater progress in spelling and mathematics skills.’ DfE	1, 4, 5.
Y11 After school programme -targeted revision and subject enhancement in preparation for mock and summer exams	Gaps in learning and impact of school closure due to COVID Internal assessment data	4, 8.
Y11 Easter school	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:	4, 8.
Y11 Boarding school- intense week- long stay at hotel. Strict and structured regime to encourage and enforce targeted revision with specialist support from core subjects.	One to one tuition EEF and small groups: Small group tuition EEF	4, 5, 8.
Use of school led tutoring programme to support PP students at risk of underachieving		1, 3, 4, 7.
KS3 Breakfast & Supper Club	Improved: concentration in class, energy levels, readiness to learn, general behaviour, healthy eating habits, emotional and physical wellbeing, attendance and attainment in pupils NSPB Impact Report EEF Breakfast clubs	1, 3, 4, 5, 6, 7, 8 &10

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

Budgeted cost: £73,760

Activity	Evidence that supports this approach	Challenge number(s) addressed
To further strengthen the Achievement Team by appointing additional Support Worker	‘Identifying each individual’s barriers to learning is the key to success with the pupil premium’. (Effective pupil premium reviews, Teaching Schools Council)	5, 6, 7, 8, 10.
School Counsellor to increase the ratio of PP learner sessions to those of non-PP learners		7, 10.
Parklands Plus club introduced to build relationships with PP learners and their families and to encourage and engage greater after school participation	Wider strategies relate to the most significant non-academic challenges to success in school, including attendance, behaviour, and social and emotional support, which also may negatively impact upon academic attainment. EEF ‘We think enriching education has intrinsic benefits (sometimes referred to as “arts for arts’ sake”). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.’ EEF	8, 10.
PP Trip subsidies – policy introduced to enable PP students to access a range of educational trips through an annual allowance of up to £350		4, 8, 10.

<p>Breakfast pass additional subsidy for PP learners</p>	<p>Students are ready to learn, based on research that has shown eating a good breakfast – made up of dairy, cereal, fruit and bread can improve educational performance. 'Breakfast provision helps ensure that no child has to learn when they're hungry.'</p> <p>EEF Breakfast club research</p>	<p>5, 7, 10.</p>
<p>Careers programme. KS4 PP learners are prioritised in the schedule of interviews and CEIAG guidance</p>	<p>Our data indicates that some PP learners underperform at GCSE and are at greater risk of becoming NEET. Clear aspirations and informed choices help support those at risk and aid KS5 transition.</p>	<p>9</p>

Total budgeted cost: £ 409,780

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the last three years of terminal exams up to 2023. The impact of high quality teaching, rich curriculum and a range of interventions was evident in the overall improving outcomes.

After an improving 3 year trend, the overall progress for the disadvantaged cohort dipped significantly in 2023. The disadvantage gap has widened nationally, with this group being most impacted by the disruption of the pandemic.

The 2023 cohort included a higher number of students with significant barriers to learning and lower attendance than previous years. A few individual outcomes have impacted the overall Progress 8, but many disadvantaged students had individual positive progress.

The impact of the residential is evident, but resulted in a negative P8 due to a few individual outcomes.

Year	2023	2022	2019	Boarding school 2023 Non- boarders 2023
P8	-0.63	-0.20	-0.27	-0.52 -0.72

Disadvantaged boys progress was higher than disadvantaged girls.

Boys -0.17 Girls -1.14

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Remote CPD for school staff	The National College
Digital online learning provider	EDLounge
Individual specialist education programmes of support.	NT & AS

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Access to provision for all disadvantaged pupils, as detailed in this statement. Subsidised peripatetic music lessons
What was the impact of that spending on service pupil premium eligible pupils?	Improvement in attendance, engagement, health and well-being.