

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 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 | Park Community School |
| Number of pupils in school | 979 |
| Proportion (%) of pupil premium eligible pupils | 61% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 21-24 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Chris Anders |
| Pupil premium lead | Ella Capaldi |
| Governor / Trustee lead | Barry Harwood |

Funding overview

| Detail | Amount |
|---|-----------|
| Pupil premium funding allocation this academic year | £ 546,065 |
| Recovery premium funding allocation this academic year | £ 143,796 |
| 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 | £ 690,407 |

Part A: Pupil premium strategy plan

Statement of intent

We aim to help students find what they love and are committed to providing all students with an education that provides strong academic success alongside experiences of the world and the curriculum which broaden horizons and promote a love of learning. We are ambitious for us students and provide an education that enables them to make considered choices about their future.

We invest heavily in securing:

- High quality teaching which develops students' subject expertise and passion for learning*
- A broad, balanced and innovative curriculum*
- A culture of reading which develops literacy but also cultural capital*
- Parental engagement and support*
- Wider cultural experiences designed to broaden students' experiences of the world, their ambition, and opportunities*

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | <p>Disadvantaged students' attainment on entry to secondary school, based on historic Key Stage 2 data, Year 7 assessments and reading ages, demonstrate that they are typically lower than non-disadvantaged.</p> <p>GCSE outcomes for disadvantaged students are lower than those who are not disadvantaged.</p> <p>2022: Basic 4+ PP 19%, Non-PP 33%, Basics 5+ PP: 6%, Non-PP 12%</p> <p>2023: Basic 4+ PP 22%, Non-PP 46%, Basics 5+ PP: 6%, Non-PP 18%</p> |
| 2 | <p>Reading and literacy: Evidence from reading age data, measured annually demonstrate that typically 50% of all students read below their chronological age. This is made up of 14% reading between 9 and 11 years, a further 9% below 8 years and a further 27% reading between 10 years 6 months and their chronological age.</p> <p>In addition, reading for pleasure is less frequent for disadvantaged students</p> |
| 3 | <p>Attendance for disadvantaged students is lower than non-disadvantaged.</p> <p>2020-21: PP86.5%, non-PP 92.5%</p> <p>2021-22: PP: 83.3%, Non-PP: 89.1%</p> |

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| | 2022-23: PP: 80.2% Non PP:88.4% Disadvantaged students are twice as likely to be persistent absentees as non-disadvantaged students |
| 4 | Parental engagement for disadvantaged students is on average 20% lower than that of non-disadvantaged, as evidenced by attendance at parent evenings, student learning events and use of the parent mobile app |
| 5 | Wider cultural experiences: students often have not experienced some things considered typical for more affluent families. This includes travel, visiting theatres, restaurants, and wider cultural experiences locally as well as travelling internationally. |
| 6 | Attitude to learning average scores are lower for disadvantaged students when compared to non-disadvantaged. This includes homework completion rates. |

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 |
|---|--|
| Improve the Attainment 8 and % of students achieving Grade 4 and Grade 5 or above Basics (English and maths) of disadvantaged students year on year. This will narrow the gap between that attainment of disadvantaged and non-disadvantaged students | Reduced gap between disadvantaged and non-disadvantaged for Attainment 8 in years 2022, 2023, 2024. Overall % students achieving Grade 4+ in E and M at 70% by 2024 Overall % students achieving Grade 5+ in E and M at 50% |
| At Key Stage 3, the percentage of disadvantaged students reaching the expected standard is increased so that the gap is reduced between disadvantaged and advantaged | 70% of current Year 7 cohort at expected standard by July '24. Multiple Choice test completion rates at Key Stage 3 show reduced gap between disadvantaged and non-disadvantaged. Tests also evidence 70% students at expected standard at key assessment points for Year 7 cohort. |
| Improve the number of students reading at their chronological age or above so that the gap between disadvantaged and non-disadvantaged students is narrowed and the attainment of students is improved. | 80% current Year 7 cohort to be operating at chronological reading age or above by end of year 9 (Summer 2024) |
| Improve the attendance of disadvantaged students so they can engage fully with Park's broad and balanced curriculum and benefit from the high-quality teaching and support. | Disadvantaged attendance to be at 93% or above by the academic year 24/5. |

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| Reduce the number of behaviour incidents and improve overall attitude to learning (OATL) scores for disadvantaged students in Years 7,8 and 9 | Average OATL scores for disadvantaged students in each year groups to increase to match those of non-disadvantaged |
| Increase the number of disadvantaged students accessing Level 3 courses in Years 12 and 13 | <p>Year on year increase for numbers accessing and successfully completing Level 3 courses after leaving Park.</p> <p>2020: 69 students</p> <p>2021: 70 students</p> <p>Target 2024: 95 students (50% cohort)</p> |

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

Budgeted cost: £257,690

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <i>Great Learners Coaching Programme implemented across the school. All teachers paired with a coach and supported by a Learning Leader from within the Learning leader Team. 1 hour per fortnight allocated to coaching for all teachers as part of CPD programme and additional release time for Learning Leaders to facilitate instructional coaching</i> <i>1 day per week of external coach to work with key subject areas and developing teachers</i> | EEF Professional development report. The report focusses on a strategic approach to CPD based on diagnosis of need, planned approach and review. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development Great Teaching Toolkit, June 2020, Cambridge and EEF | 1 and 6 |
| <i>Recruitment of subject experts to key subjects including geography, English, science. Includes overstaffing in science to facilitate group intervention and instructional coaching for teachers.</i> | EIF, Informed by Ofsted curriculum framework and webinars www.youtube.com/user/ofstednews | 1 |
| <i>Learning Leader group of 12 teachers developing pedagogies linked to Park's Greta Learners model</i> | Great Teaching Toolkit, June 2020, Cambridge and EEF This group focus on planning CPD and leading coaching across the school focussed on development of Great Learners. The strategy is based on evidence of great teaching and focuses of precise practice linked to these. | 1 |
| <i>Reading canon established across the school- focussing on 48 books all students aim to read before they leave Park. Includes 5 X hours CPD, Reading lead appointment and Library technician role.</i> | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies | 2 |
| <i>Middle and senior leader development via NPQ Release time for school and focussed projects linked to the quality of teaching</i> | NCSL: School leaders influence on improving teaching and learning https://dera.ioe.ac.uk/6967/1/download%3Fid=17387&filename=seven-claims-about-successful-school-leadership.pdf EEF establishing leaders who drive improvement, https://educationendowmentfoundation.org.uk/public/files/Evidence- | 1 and 6 |

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| | informed school improvement support exploratory study.pdf | |
| <i>PIXL membership and resources to support subject development and assessment</i> | https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback | 1 |
| <i>Development of Key Stage 3 assessment package across all subjects focussed on fortnightly multiple-choice testing and home learning. Includes lead teacher, and blended learning lead</i> | <p>Precise diagnostic assessment and feedback are evidenced to improve progress by 5 months. The MCQs are designed to precisely assess and allow frequent feedback without increasing teacher workload. They encourage frequent retrieval practise are evidenced to increase progress.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</p> <p>In addition, they develop independence and homework culture- an area identified as a weakness in our context, and one not formed as a habit from year 7.</p> | 1 |
| <i>Broad curriculum at Key Stage 4 includes non-counting vocational subjects: Horticulture and Construction Skills</i> | DfE Teaching a broad curriculum for education recovery November 2021 | 1, 5 |

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

Budgeted cost: £ 162,800

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <i>Reading Coaches to deliver 1 to 1 daily intervention for 6 weeks to 'threshold readers'. This approach focusses on readers who are operating between 10 years and above but below their chronological age. The intervention is focussed on comprehension and confidence</i> | <p>Education Endowment Fund (EEF) Reading Comprehension Strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> | 2 |
| <i>Reading Plus programme purchased and implemented across Years 7 and 8- computer based comprehension programme</i> | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies | |
| <i>Literacy Groups- low attaining students on entry receive small group tuition for literacy at least 4 times per week every week</i> | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning- | 1, 2 |

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| | toolkit/reading-comprehension-strategies | |
| <i>Key Stage 3 Inspired Provision: On –site alternative provision for 9 Key Stage 3 students who all demonstrate challenging behaviours, are in danger of exclusion and persistent absence and so require small group teaching and an alternative curriculum.</i> | KCSIE Sept 2021 Impact of exclusions DFE 2019- Report on the continued exclusion of certain groups of students | 3, 6 |
| <i>Key Stage 4 Inspired Provision. Based at our industrial unit, 13 year 10 and 11 students receive small group teaching, targeted career education and confidence/ self-esteem mentoring</i> | KCSIE Sept 2021 Impact of exclusions DFe 2019- Report on the continued exclusion of certain groups of students | 1,3,6 |
| <i>Key Stage 4 small group provision for a small group of school refusers with complex needs including SEMH, significant mental health barriers and historic trauma.</i> | KCSIE Sept 2021 Impact of exclusions DFe 2019- Report on the continued exclusion of certain groups of students | 1,3,6 |
| <i>ELSA full time provision via 2 X part time staff members, equivalent to one full time</i> | https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges | 3 |

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

Budgeted cost: £ 197,789

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <i>Key Stage 3: Much More Than Just a School curriculum: Our broader curriculum includes learning at our small holding, enterprise at our Print shop, construction skills at our Apex centre, catering in the school restaurant and film making in the media suite.</i> | Teaching a broad and balanced curriculum for education recovery, DFE, November 2021 | 1,5 |
| <i>Include Team- our in- school INCLUDE team provide tier 3 support for parents, students and staff via parent surgery, parent training and staff training focussed on</i> | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement | 3,4 |

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| <i>identifying undiagnosed needs. The team consists of an associate camhs practitioner, a social worker and a youth worker. In addition, we buy into external INCLUDE support to work with our most vulnerable families and re-engage in education</i> | | |
| <i>Attendance team focussed on targeting on persistent absentees including home liaison officer with ELSA and attendance team member carrying out daily home visits for regular non attenders</i> | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement | 3,4 |
| <i>Youth Minded Behaviour coaching-targeted intervention with groups of disadvantaged boys at Key Stage Three focussed on personal coaching, boarder experiences and goals setting</i> | EEF Behaviour mentoring and regulating behaviour https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies | 6 |
| <i>Welfare Support and guidance team student support. Overstaffing in this team X 2 to facilitate 1 to 1 coaching and intervention focussed on mental health, anxiety, goal setting and ongoing coaching</i> | https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges | 3,6 |
| <i>Youth Worker appointed to work informally with most vulnerable students in unstructured times, identify young careers and develop small group intervention focussed on mental health</i> | | 3 |
| <i>Yes! Programme for disadvantaged students- subsidised weekend trips and visits where students travel to key locations in the UK with mentors</i> | https://educationendowmentfoundation.org.uk/news/learning-about-culture | 5,6 |
| <i>Student recruitment programme: a programme wherein students apply for jobs within the school and in doing so can establish a bank account, habits of work and earn money whilst contributing to school development</i> | | 5 |
| <i>Girls Network: External mentoring programme for 21 year 11 girls with businesswomen</i> | | 1,5 |
| <i>Deputy Head of School for inclusion focussed on establishing strong learning routines and attitude to learning</i> | Post Lockdowns, the impact of a loss of routine and self-regulation has been identified as impacting attitudes to learning for some students and additional roles have been put into our system to support in re-establishing these. | 3,6 |

| | | |
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| <i>Revision guides and resources provided for Year 10 and 11 at significantly subsidised rates</i> | | 1,6 |
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Total budgeted cost: £ 618,279

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 2022-2023 academic year.

GCSE Outcomes 2023: Outcomes for all students improved and the gap between disadvantaged and non-disadvantaged narrowed:

In 2020, the gap between students attaining The Basics at 4+ was 20 % (non-PP: 48% and PP: 28%). The gap for Basics at 5+ was 7 % (non-P:14% PP:7%)

In 2021, the gap between students attaining The Basics at 4+ was 3 % (non-PP: 58% and PP: 53%). The gap for Basics at 5+ was 18% (non-PP: 30% PP:12%)

In 2022, the gap between students attaining The Basics at 4+ was 14 % (Non-PP 33%). PP 19%, The gap for Basics at 5+ was 6% (non-PP: 12% PP:6%)

In 2023, the gap between students attaining The Basics at 4+ was 24% (Non-PP 46%, PP 22%) The gap for Basics at 5+ was 12% (Non-PP 18%, PP: 6%)

Reading intervention Impact

38 students receiving one to one coaching achieved at least double ratio gains in reading age and/ or comprehension.

Attendance Strategy

Attendance support and intervention is tiered across the school.

- Attendance is monitored daily and attendance streaks (consecutive days on attendance without a break) are rewarded weekly and half termly. In Autumn 2023 this has led to an additional 48 students achieving 100% attendance in the first half term compared to Autumn 1 2022.
- Belonging and happiness in school is closely associated with strong attendance. All students begin and end their day with a tutor who support and monitors attendance, challenging any slip.
- Our attendance team carry out daily calls and visits to non-attenders. LIT referrals are made as necessary
- Attendance support workers work with families of children who are severe absentees, identifying barriers and putting plans into place to support improvement.

Parental engagement

Face to face parent evenings are in place for all year groups. In addition, informal sharing events and revision sessions run informally. On average over 40 face to face meetings are run with parents every week.

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 |
|-----------|----------|
| None | NA |
| | |

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.