

Pupil premium strategy statement – [Park House School]

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.

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	1087
Proportion (%) of pupil premium eligible pupils	13.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	03/01/2023
Date on which it will be reviewed	01/11/2023
Statement authorised by	James King
Pupil premium lead	Suzy Wybrow
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£164,779
Recovery premium funding allocation this academic year	£45,540
<p>Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)</p> <p><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></p>	£0
<p>Total budget for this academic year</p> <p><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></p>	£210,319

Part A: Pupil premium strategy plan

Statement of intent

Vision: Our aim for students eligible for pupil premium funding forms part of our whole school mission to transform the lives of all of our pupils by providing them with the academic qualifications, character development and skills to be successful in an aspirational career of their choice and thus to live a happy and fulfilled life. In order to realise our vision, we will ensure that pupils make excellent progress across all subjects by providing high quality teaching and learning. Research has found that disadvantaged pupils have been worst affected by the impact of the pandemic. It is therefore more important than ever that school strategies focus on support for disadvantaged pupils.

Principles

- Never confuse eligibility for the Pupil Premium with low ability or having lower expectations, instead focus on supporting our disadvantaged pupils to achieve the highest levels.
- Pupil premium strategy is based on the most recent research, to support closing the gap.
- Our strategy is centred on improving the quality of teaching. All academic evidence strongly suggests that high quality teaching is the 'best chance we have in closing the attainment gap.
- Ensure that all Stake holders have a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils.
- Have robust accountability measures for staff. Incorporating PP outcomes in all discussions and post exam meetings.
- Outstanding CPD, including individual regular high leverage actionable steps for all staff will be used to increase the quality of teaching in the school.
- The plan will be underpinned by drawing upon the EEF's Teaching and Learning Toolkit meta-analyses and research reviews. <https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>.
- School leaders should focus on a small number of priorities each year in areas that are likely to make the biggest difference, with a focus on effective implementation.
- Tutor Time Reading Programme (TTRP) Whole school reading approach to support and encourage students to understand the value of reading as well as offering literacy interventions and support.

Intent:

Park House School aims to reduce the significant and historic attainment gap between disadvantaged pupils and non-disadvantaged pupils. Our pupil premium strategy plan is designed to improve outcomes through high quality teaching and learning, improving attendance and ensuring pupils are known to fulfil our vision.

Challenges

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

Challenge number	Detail of challenge
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1	Pupil premium students have significantly lower attendance than non PP peers
2	Pupil premium students have historically achieved significantly below their Non-PP peers
3	Pupil premium students have lower literacy levels and reading ages
4	Pupil premium students have increased knowledge gaps
5	Pupil premium students have more behavioural incidents

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
Disadvantaged students' academic outcomes improve significantly	Disadvantaged students achieve a P8 of 0.0+
Disadvantage students' attendance improves significantly	Disadvantaged students attendance is inline with NA.
Reduction in suspensions and RFL for disadvantaged students	The average number of suspensions and RFL referrals for disadvantaged students is significantly lower.
Quality of teaching	CPDs and Learning walks- looking at the quality of lessons being delivered.
Students working below	Providing interventions using data from NGRT and TTRP.

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: £135,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD programme-carefully designed	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1,2,3,4

<p><i>evidence based CPD programme with appropriate mechanisms through better practice briefings, incorporating practice, and revisiting strategies with LWs to support implementation and feedback. CPD regularly reviewed to ensure meets needs of school. CPD is weekly.</i></p>	<p>High-quality teaching EEF (educationendowmentfoundation.org.uk)</p> <p>TLAC / Rosenshine strategies (supporting students in the EEF teaching and learning toolkit Teaching and Learning Toolkit Education Endowment Foundation EEF)</p>	
<p><i>Curriculum development and support from the school improvement team, centralised curriculum and resources provided for English, maths, science, MFL and KS3 Geography and History. The introduction of knowledge organisers and self- quizzing</i></p>	<p>Ofsted- Research for education inspection framework 2021.</p> <p>Pupil premium support and teaching most disadvantaged students Pupil Premium Guidance iPDF.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	3,2
<p><i>DDIs</i> Encapsulate the four elements of effective CPD whilst feedback is within an instructional coaching model.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	2,3
<p><i>Tutor time reading programme</i></p>	<p>https://www.greenshaw.co.uk/learning/tutor-group-reading-programme/tutor-group-reading-programme</p> <p>Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>DFE 2012 Reading for pleasure research evidence.</p>	3,2

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

Budgeted cost: £ 57,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Direct instruction reading and numeracy intervention</i>	https://www.nifdi.org/research/reviews-of-di/evidence-of-effectiveness.html Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	3
<i>Extended school day for year 11 and homework club for 7-10.</i>	Research conducted by the EEF and Daniel Willingham have shown that completing homework is one of the ways in which students can access the curriculum and commit knowledge to long-term memory. Parental engagement EEF (educationendowmentfoundation.org.uk) Digital Literacy Curriculum Bedrock Learning Sparx Maths	2,4
<i>Champions Hour for year 11 students, including tutoring and revision guide/textbook resources</i>	https://www.educationendowmentfoundation.org.uk/	2,4
<i>RAP meetings post assessment points to inform targeted intervention</i>	The work of Marc Rowland has highlighted the importance of analysing the data of disadvantaged students so they get a greater profile and staff can look at student's starting point and therefore not assume that disadvantaged students have low prior attainment.	2,4
<i>Small group tuition (Loss of learning from COVID)</i>	Small group tuition EEF (educationendowmentfoundation.org.uk)	1,2,3

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

Budgeted cost: £ 22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early intervention strategy and programme with additional staff member	Research tells us that the earlier pastoral intervention is carried out the more impactful it is, as negative impacts are mitigated. Preventing trauma and repeated cycles.	5
Embedding principles of good practice set out in DFE's Improving School Attendance advice. The work of the Attendance Officer will begin to be integrated into the whole school with a tiered approach being introduced to improve the attendance of all student groups, including our disadvantaged students and hold all colleagues to account. (SOL tracker)	[Withdrawn] Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)	1
Wellbeing / ELSA	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
EAL programme to support students whose first language is not English	New tab (eapublish.com)	2,3

Total budgeted cost: £ 214,300

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Measure	PP	All pupils
P8	-1.48	-0.02
A8	25.1	48.1
Eng+Maths 5+	5%	45%
Eng+Maths 4+	45%	69%

This year the school has moved trust to Greenshaw Learning Trust. The previous pupil premium strategy had not improved outcomes, with a significant gap between PP and Non-PP students. This year marks a new 3 year strategy.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following

<i>information:</i> How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

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.