



Pupil Premium Strategy 2022 – 2025 academic years

Member of Staff Responsible:	Georgina Wharton
Date approved:	
Review date:	July 2023

Agreed by:

J Horton Chair of Governors	
B Riggott Headteacher	





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1. Statement of Intent

Parkside Community School is committed to removing the barriers to learning, participation and belonging that pupils may possess in order to support them to achieve their very best life chances. Parkside Community School serves a community of higher than national average, levels of deprivation. We are committed to using all available resources to support pupils in developing a sustainable approach to future life that focuses on always caring about the choices that will shape their future.



High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. We will adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve, supported through targeted data analysis and high-quality teaching.

Our strategy is planned in collaboration with our wider school plans for education recovery following the COVID-19 pandemic, notably in our targeted support through National Tutoring Programme funding for pupils whose education has been worst affected, including non-disadvantaged pupils. We have developed a high-quality tutoring programme which is staffed by our teachers who know our students' needs in great detail.

Our approach for disadvantaged pupils at Parkside Community School, will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and evidence-based practice.



The Pupil Premium is a grant provided to schools and academies by the government for pupils aged 11 to 16 who are in receipt of Free School Meals and those who have been at some point in the last 6 years, for previously Looked After Children and for Services Children. The Government defines pupils who fall into these Pupil Premium categories as ‘disadvantaged’ as they face barriers to participation and progress that non-disadvantaged pupils may not. **Parkside Community School is committed to using the Pupil Premium Grant to close the progress gap between pupil premium pupils and non-pupil premium pupils:**

Summary of the categories of Pupil Premium grant 2022-23 allocated to each qualifying pupil:

Pupil Premium: Pupils who are currently Free School Meals or have been Free School meals at some point in the last 6 years (Ever 6).	£985
Pupil Premium Plus: PLAC - Pupils having left local authority care as a result of adoption, a special guardianship order, a child arrangements order. LAC - Looked-after children are in the care of, or provided with accommodation by, the local authority.	£2410
Service Pupil Premium: Pupils with a parent serving in the regular armed forces who have been registered as a ‘service child’ in the school census at any point since 2011. Pupils with a parent who died whilst serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme or the War Pensions Scheme. Pupils with a parent who is on full commitment as part of the full-time reserve service are classed as service children.	£320



2. School Overview

Detail	Data
Number of pupils in school	574
Proportion (%) of pupil premium eligible pupils	51.7%
Academic year/years that our current pupil premium strategy plan covers	2022/2023 2023/2024 2024/2025
Date this statement was published	December 2022 (previous plan to cover start of 2022)
Date on which it will be reviewed	
Statement authorised by	Ben Riggott
Pupil Premium lead	Georgina Wharton
Governor / Trustee lead	John Kelly

3. Parkside Pupil Premium Strategic Team

Member	Role and responsibilities
Mr J Kelly	Pupil Premium Governor - Strategy impact and accountability assessor.
Mr B Riggott	Headteacher – Strategy intent and impact.
Miss G Wharton	SLT Strategic lead for Pupil Premium - Strategy intent, intervention leadership and management impact.
Mrs K Machent	Business Manager, financial budget management and value for money impact.
Mrs L Asher	Director of Teaching – teaching and learning intervention management.
Mr G Dearman	Director of Pastoral Care – pastoral intervention management.



4. Pupil Profile, funding and allocation of funding summary 2022-23

Pupils in school	Published Total: 574 (586 new total)
Proportion of disadvantaged pupils.	<p>Totals on Gov 2022-23 allocations document 2022-23 funding based on Oct 2021 census: NOR 574 291 Ever 6 FSM, 3 Ever 6 Service and 3 Post Adopted Total 297 51.7% of pupils are PP Funding allocation £294,825 Year to Date:</p> <p>September 2022 – March 2023 7/12 of the 2022-23 allocation 7/12 x 294,825 = 171,981</p> <p>April 2023 – August 2023 5/12 of the estimated 2023-24 allocation 5/12 x 308,525 = 128,552</p> <p>Total £300,533</p>
Pupil Premium allocation this academic year.	£300,533
Recovery premium funding allocation this academic year.	Estimated to be £81,696 based on 296 eligible pupils (295 Ever 6 FSM and 1 PA at Oct 2022) x £276.
Pupil premium (and recovery premium) funding carried forward from previous years.	Pupil Premium and Recovery Premium carried forward from 2021-22 was zero
Total budget for this academic year.	£382,229



5. Barriers to future attainment and progress for Parkside Community School pupils eligible for pupil premium

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

1	<p>Reading, Literacy and Communication</p> <p>A significant proportion of pupils join Parkside with KS2 English Reading SAT Scores significantly below the national average. Pupils' wider literacy skills, including the use of vocabulary and comprehension, reading ages and written and verbal communication skills are below age related expectations and act as barriers to participation in all areas of the curriculum.</p>
2	<p>Mathematics and numeracy</p> <p>A significant proportion of pupils join Parkside with KS2 mathematics SAT Scores significantly below the national average. Pupils' wider numeracy skills, including skills related to number and problem solving, are significantly below age related expectations and act as barriers to participation other areas of the curriculum.</p>
3	<p>Routines for Learning</p> <p>A significant number of pupils lack basic routines for learning including: no breakfast routines, unhealthy diet, incorrect uniform, missing equipment including school bag and stationery, lack of self-discipline resulting in a failure to meet school behaviour expectations related to behaviour and attendance, poor organisation of self and/or lack of home learning support which results in non-completion of homework.</p>
4	<p>Social, Emotional and Mental Health trauma</p> <p>A significant proportion of pupils join Parkside with identified and/or unidentified social, emotional, and mental health areas of need that have resulted in unresolved trauma.</p>
External barriers	
5	<p>Attendance and punctuality</p> <p>An attendance and punctuality gap exists between the attendance of Pupil Premium pupils and non-Pupil Premium pupils.</p>
6	<p>Experiences that build cultural capital</p> <p>A significant number of Pupil Premium pupils do not have the depth of cultural experiences that non-Pupil Premium pupils possess leading to accessibility barriers to the curriculum and future post-16 pathways.</p>



6. Intended Impact of Parkside Community School Pupil Premium strategy

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 impact	Impact criteria
The progress of Pupil Premium pupils is at least in line with the national progress of non-Pupil Premium pupils.	No deficit Progress 8 score gap present. <i>National Progress 8 score for pupil premium pupils -0.45</i> <i>National Progress 8 score for pupil non-premium pupils 0.13</i>
The average Progress 8 score of Pupil Premium pupils per pot is above the national progress of non-Pupil Premium pupils.	No deficit Progress 8 score gap within English, mathematics, Ebacc and Open Pots. <i>National English score for non- Pupil Premium pupils 0.11</i> <i>National mathematics score for non-Pupil Premium pupils 0.11</i> <i>National Ebacc score for non- Pupil Premium pupils 0.14</i> <i>National Open score for non- Pupil Premium pupils 0.12</i>
Increase the number of Pupil Premium Pupils who are studying Modern Foreign Language(s) at Key Stage 4.	The number of Year 9 Pupil Premium pupils opting to study Modern Foreign Language is at least the national entry rate by the 2022-23 academic year. <i>National Ebacc entry 40%.</i>
Pupil Premium pupils attend Parkside Community School regularly, meet the expectations of the school’s Behaviour Policy and complete knowledge builder/creativity builder and revision tasks outside of the lesson environment.	Pupil Premium absence and persistent absence are in line with non-Pupil Premium pupils nationally. <i>National Absence for Pupil Premium pupils 8.2%</i> <i>National Absence for non-Pupil Premium pupils 5.5%</i> <i>National Persistent Absence for Pupil Premium pupils 24.7%</i> <i>National Persistent Absence for non- Pupil Premium 9.1%</i> Pupil Premium pupils are punctual to school and lessons. Pupil Premium sanctions in line with non-pupil Premium pupils. Pupil Premium pupils engage with a range of services to support their social, emotional and mental health as appropriate. Fixed period and permanent exclusion below national average.



	<p>National Permanent exclusions for premium pupils 0.50%</p> <p>National Permanent exclusions for non-premium pupils 0.10%</p> <p>National fixed period for non-premium pupils 24.93%</p> <p>National fixed period for non-premium pupils 6.16%</p> <p>Pupil Voice.</p>
Pupil Premium pupils experience a range of enrichment/extra-curricular experiences and have high aspirations for their future.	Extra-curricular/Enrichment Report, NEET Figures, Destinations Data, Apprenticeship Figures, HE Data.
Pupil Premium pupils care about and are confident about the high aspirational choices they are making for themselves and their future.	Pupil Voice demonstrates that pupils are undertaking a caring and considered decision making process, Post-16 applications demonstrate considered choices. Destinations Data demonstrates a year-on-year increase in HE destinations.

Activity this year

This details how we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above.



7. High Quality Teaching

Quality First Teaching for all, CPD, recruitment and retention.

Budgeted cost £220,000

Action	Intended outcome	Evidence and rationale for this choice	Implementation strategy	Staff Lead(s)	Review
Leadership places the Pupil Premium Strategy at the heart of the school improvement strategy with all staff understanding the strategy and their role within it.	Progress outcomes for disadvantaged pupils at least in line with national non-Pupil Premium pupils (0.15) through the recruitment, retention and continuing CPD of the highest quality leaders.	Education Endowment Foundation (EEF) recommends high quality teaching, support through the highest quality leadership and management, as having the largest impact on Pupil Premium pupils.	Strategic Team responsible for the Pupil Premium provision. A range of staff briefings, INSETS and CPD delivered and revisited to all current and new staff. The intent of implementation is to keep the profile of the Pupil Premium Strategy at the forefront of school development.	Govs BRI GWH DMI LAS GDE	Weekly via Faculty Link Meeting Faculty directed time. Calendared Pupil Premium data analysis reviews Termly via Faculty Feedback SLT agenda item Lesson Observation Leaning walks Book Looks Pupil Voice
CPD for all staff on Quality First Teaching interventions to ensure that Pupil Premium pupils are	Pupil Premium progress outcomes are at least in line with national non-Pupil Premium pupils.	Improvements in Pupil Premium results in 2019 underpinned by CPD focused on use of targeted provision to ensure any gaps in literacy/numeracy are closed.	Weekly departmental CPD time. Learning Walks and calendared data	LAS GWH SBK JHA	Weekly via Faculty link Meeting Calendared Pupil Premium data



<p>able to access the curriculum and achieve.</p>		<p>Quality First Teaching in the classroom including effective differentiation CPD is the key to continuing to improve outcomes.</p>	<p>analysis will identify gaps and focus for intervention.</p> <p>Faculty/Lead Teacher time reports and data analysis will ensure a focus on the Pupil Premium cohort is sustained.</p>		<p>analysis reviews</p> <p>Termly via Faculty Feedback SLT agenda item</p> <p>Lesson Observation Learning Walks Book Looks Pupil Voice</p>
<p>Consistent implementation of Literacy Strategy including Disciplinary Literacy in the classroom and reading interventions.</p>	<p>To raise Reading, Literacy and Communication skills pupils have from KS2 in order to facilitate participation in an appropriate curriculum.</p> <p>Pupils have access to intervention programme(s) as appropriate.</p>	<p>Current reading intervention programme has significantly improved the reading ages of pupils, accessibility to the curriculum and chances of achieving basics measure.</p> <p>The need to share this across all faculties to continue to raise the profile of literacy for all Pupil Premium pupils to promote engagement and skill development.</p>	<p>Director of Teaching to use School Improvement Plan and Literacy Action Plan to embed literacy development at all levels.</p> <p>Director of English to provide CPD to other Directors/Lead Teachers regarding developing pupils from their KS2 outcomes.</p>	<p>LAS SBK HSP</p>	<p>Weekly via Faculty Link Meeting</p> <p>Calendared Pupil Premium data analysis reviews</p> <p>Termly via Faculty Feedback SLT agenda item</p> <p>Lesson Observation Learning Walks Book Looks Pupil Voice</p>
<p>Consistent and effective implementation of numeracy strategy across the curriculum and numeracy interventions.</p>	<p>Ensure pupils experience numeracy in a consistent way across all subjects and continue to utilise the expertise of the mathematics team.</p> <p>Pupils have access to</p>	<p>Current success of numeracy intervention programme demonstrated by three year upward trend in pupil progress.</p> <p>The need to share this across all faculties to continue to raise the</p>	<p>Director of Mathematics to provide CPD to other Directors/Lead Teachers regarding developing pupils</p>	<p>JHA</p>	<p>Weekly via Faculty link Meeting</p> <p>Calendared Pupil Premium data analysis reviews</p>



	intervention programme(s) as appropriate.	profile of literacy for all Pupil Premium pupils to promote engagement and skill development.	from their KS2 outcomes.		Termly via Faculty Feedback SLT agenda item Lesson Observation Leaning Walks Book Looks Pupil Voice
Increase the number of Pupil Premium pupils who are studying Modern Foreign Language(s) at Key Stage 4.	The number of Year 9 Pupil Premium pupils opting to study Modern Foreign Language is at least the national entry rate by the 2022-23 academic year.	Importance of facilitating subjects on future destinations and outcomes. Broad and balanced curriculum for all.	Additional teaching group added to Year 7 and Year 8 curriculum to accelerate pupil participation and progress from KS2 starting point. Modern Foreign Languages action plan implemented.	LAS	Weekly via Faculty Link Meeting Key Stage 4 Options schedule
Curriculum planning	Curriculum plans well sequenced to address gaps and barriers to learning in knowledge and cultural capital through strategies such as cognitive recall, interleaving driving independent writing opportunities. CPD program across the year to build on last year's CPD and further close the attainment and progress gap between	To date, adjustments to curriculum planning have seen improvements in pupil premium trial examinations. The school will continue to embed changes and look deeper into the metacognition of low prior attaining pupils.	Teaching and Learning Programme delivered to all staff through INSET.	LAS GWH Faculty Directors	Weekly via Faculty Link Meeting Calendared Pupil Premium data analysis reviews Termly via Faculty Feedback SLT agenda item Lesson Observation Leaning walks Book Looks Pupil Voice



	Pupil Premium pupils and non-Pupil Premium pupils.				
<p>Metacognition & Self-regulation</p> <p>Developing metacognitive and self-regulation skills in all pupils.</p> <p>KS4 mentor programme to build self-regulation.</p>	<p>This will involve ongoing teacher training and support.</p> <p>Students will develop their ability to think about their learning and consider their next steps.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils 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>	<p>Teaching and Learning Programme delivered to all staff through INSET.</p>	<p>LAS GWH</p>	<p>Lesson Observation Leaning Walks Book Looks Pupil Voice</p>



8. Targeted academic support

tutoring, one-to-one support structured interventions

Budgeted cost £90,000

Action	Intended outcome	Evidence and rationale for this choice	Implementation strategy	Staff Lead(s)	Review
1:1 English and mathematics provision for Pupil Premium pupils who are studying alternative timetables.	Pupil Premium Basics outcomes in line with non-Pupil Premium pupils from the same starting point.	Pupil Premium pupils will have wider range of Post-16 progression pathways and life chances.	Literacy and Numeracy Tutor strategy	SBK JHA ADA JBA	Weekly via PCS Meeting Calendared Pupil Premium data analysis reviews Termly via PCS Feedback SLT agenda item Leaning Walks Book Looks Pupil Voice
Targeted support for pupils below age related expectations in reading and mathematics.	To close the gap of Pupil Premium pupils who are below age related expectations and those who are not.	Importance of literacy and numeracy for life chances/basics measure in KS4. Need these skills to access the full curriculum.	Literacy and Numeracy Tutor strategy	SBK JHA HSP	Calendared Pupil Premium data analysis reviews Termly via Faculty Feedback SLT agenda item Lesson Observation Leaning walks Book Looks Pupil Voice
Key Stage 4 intervention for all Pupil Premium pupils who are at risk of a	Pupil Premium outcomes in line with non-Pupil Premium pupils from the same starting point.	Key Stage 4 intervention programmes have been proven to significantly improve the outcomes	Mentor Time Ebacc intervention programme.	DMI LAS	Calendared Pupil Premium data analysis reviews



negative Progress 8 score at the end of Year 11.	A package of revision workshops and boosters delivered after school for Y10 and Y11 to address gaps in learning across all subjects and address barriers to learning such as revision opportunities at home.	of disadvantaged pupils in recent years.	Key Stage 4 after school intervention programme.		Termly via PCS Feedback SLT agenda item Leaning Walks Book Looks Pupil Voice
Routines for Learning – Equipment.	Equipment made available, alongside a developing independence and organisation strategy, to ensure equipment is not a barrier to learning for our disadvantaged pupils. All Pupil Premium pupils are adequately equipped and ready in line with non-Pupil Premium pupils.	Pupil Premium pupils receive behaviour logs for equipment. All disadvantaged pupils to be given a full equipment pack for free. A further resource for pupils to borrow (with sanctions if too often) to be activated.	Mentor time equipment check system	AFL	PSC Impact Meeting schedule Pupil Voice
Routines for Learning – Behaviour.	Fixed term and permanent exclusion below national average. <i>National Permanent exclusions for premium pupils 0.50%</i> <i>National Permanent exclusions for non-premium pupils 0.10%</i> <i>National fixed period for non-premium pupils 24.93%</i> <i>National fixed period for non-premium pupils 6.16%</i>	Pupils who meet school behaviour expectation are proven to make better progress.	Behaviour Intervention Programme. Assertive Mentor. Alternative Curriculum.	AFL GDE	PSC Impact Meeting schedule Pupil Voice



	Pupil Premium sanctions in line with non-pupil premium pupils.				
Routines for Learning – Attendance.	<p>Pupil Premium attendance and Persistent Absence are in line with non-pupil premium pupils nationally.</p> <p><i>National Absence for Pupil Premium pupils 8.2%</i></p> <p><i>National Absence for non-Pupil Premium pupils 5.5%</i></p> <p>Pupil Premium pupils are punctual to school and lessons. Pupil Premium sanctions in line with non-Pupil Premium pupils.</p> <p><i>National Persistent Absence for Pupil Premium pupils 24.7%</i></p> <p><i>National Persistent Absence for non-Pupil Premium 9.1%</i></p>	If pupils do not attend school they do not learn, if they do not learn they will not make good progress and therefore will restrict their future life chances.	<p>Attendance and punctuality intervention programme.</p> <p>Parkside Pick-Up.</p>	GDE LBO	<p>PSC Impact Meeting schedule</p> <p>Pupil Voice</p>
Routines for Learning – learning outside the lesson environment.	Pupil Premium pupils complete knowledge builder/creativity builder and revision tasks outside of the lesson environment in line with the completion rate of non-Pupil Premium pupils.	Pupil Premium pupils not revising at home even with parent contact are identified. Pupils placed into an after school support intervention for up to 5 hours per week.	Knowledge Builder/Creativity Builder intervention programme.	RHO	<p>PSC Impact Meeting schedule</p> <p>Pupil Voice</p>



9. Wider Strategies

Strategies related to attendance, behaviour, wellbeing

Budgeted Costs £72,229

Action	Intended outcome	Evidence and rationale for this choice	Implementation strategy	Staff Lead(s)	Review
Social, Emotional and Mental Health Support.	To ensure the Pupil Premium pupils effectively engage with/have access to Early Help services.	Pupil Premium pupils who have social, emotional and mental health areas of need are proven to have attendance issues that result in less than good progress that can impact post-16 life chances.	Early Help Offer engagement. Parental engagement.	SHO DMIC	PSC Impact Meeting schedule Pupil Voice
Parental Engagement.	Increased parental support for Low Prior Attaining Disadvantaged Pupils through at least 90% attendance at Parents' Evenings.	Parental engagement with the school has been proven to underpin improved outcomes for Pupil Premium pupils.	Parental Engagement Evenings. Child care support. Bespoke appointment system.	GDE BPL	PSC Impact Meeting schedule Pupil Voice
Secondary Transition Programme.	Pupils and parental voice and staff feedback indicate positive engagement shown in attendance, rewards and sanctions data.	Primary Headteacher feedback Pupil Premium pupils require support with the transition from primary to secondary school with regard to routines for learning.	Transition Programme.	DMI SHO HSP	PSC Impact Meeting schedule Pupil Voice
Careers.	To ensure all pupils, including Pupil Premium pupils, are not NEET and are offered impartial advice and guidance. To increase the proportion of Pupil Premium pupils accessing Higher Level Apprenticeships or Level 3 courses. To ensure that	Life chances for all and economic prosperity for pupils who are in deprivation. To give pupils access to the wider experiences and cultural capital needed to ensure these life chances.	Careers Service.	DMI KOS	Alternate weekly meeting



	pupils are engaged in Post 16 destinations and beyond.				
Attendance	<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Attendance coordinator and Parkside pickup will be used in collaboration to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>Attendance at school will allow students to access high quality teaching.</p>	Attendance Intervention.	LBO HMI GDE	Data analysis of attendance



10. Review of the previous academic year

Disadvantaged pupil performance overview for 2021-2022 academic year

Measure	Parkside Pupil Premium	National Pupil Premium	National non-Pupil Premium
Progress 8	0.54	-0.55	0.15
Ebacc entry	21.3%	26.9%	42.9%
Attainment 8	44.13	37.50	51.12
Basics L2	11.90	9.20	24.10

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 4 performance data and national outcomes. For 2022, the Progress 8 score for our disadvantaged pupils was 0.54. For Attainment 8 it was 44.13.

We have compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the changes to assessment in 2022 due to Covid 19 adjustments).

The national Attainment 8 score for disadvantaged pupils in 2021/22 was 37.5 and for non-disadvantaged pupils it was 51.12. For Progress 8, the national average score for disadvantaged pupils was -0.55 and for non-disadvantaged pupils it was 0.15.

Key Stage 4 data and our internal assessments suggest that the progress and attainment of the school's disadvantaged pupils in 2021/22 was well above national outcomes.

There is still a gap between the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged pupils, however again the attainment and progress gap at Parkside is less than the national average.

The Progress 8 score of our non-disadvantaged pupils was 0.69, and the Attainment 8 score was 49.07.



We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year to reflect our ongoing evidence-based approach to promote progress. The Further Information section below provides more details about our planning, implementation, and evaluation processes.



11. Further information

Additional activity

Our Pupil Premium strategy will be supplemented by additional activity that is not being funded by Pupil Premium or recovery premium. That will include:

- Strategy lead G Wharton will have a feedback role on the Derby Research School disadvantaged training programme supported by the EEF. This will support the validity of the programme and ensure feedback is used to improve the programme for all schools.
- Strategy lead G Wharton has led a training workshop for the research school on the topic of Parental engagement 'making the difference to disadvantaged pupils'. This training was created in collaboration with G Dearman Assistant Head Teacher and A Fletcher Pastoral Officer at Parkside.
- Embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits, particularly for disadvantaged pupils.
- Ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety. L Asher Assistant Head of Teaching and Learning.
- Offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award for all of Year 8), will focus on life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In reviewing our current pupil premium strategy, we evaluated what next steps we need to take to further close the progress and attainment gap between disadvantaged and non-disadvantaged.

We triangulated evidence from multiple sources of data including exams and assessments, engagement in class book scrutiny, and conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used collaborative data in Sirsa to view the performance of disadvantaged pupils in school similar to ours.

We have explored a range of research about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. This is explained further in appendix A.



We used the EEF research on disadvantaged students, along with training from the research school to develop a robust and targeted strategy for this next year. We will continue to a range of evidence to guide our work this year along with the EEFs' implementation guides to support the application of our plan.

We have implemented a robust evaluation framework for the duration of our three-year strategy and will adjust our plan over time to secure better outcomes for pupils.

11.1 Externally provided programmes

Programme	Provider

11.2 Further Information, appendices

Appendix A – Parkside Pupil Premium, Research and Reflections [Pupil Premium, research and reflections.pptx](#)

Appendix B – Disadvantage RAG rating [Parkside PP RAG Rating Proforma.docx](#)

Appendix C – PP Funding allocations Sept 2022 [PP FY-2223 20220922 000000 FINAL \(1\).ods](#)

Appendix D – Parkside PP Tiered approach planning [Parkside Pupil Premium - Tiered approach.pptx](#) (to be completed)

Appendix E – EEF Implementation guidance [EEF's implementation guidance](#)

Appendix F – DFE's improving attendance advice - [Improving School Attendance](#)